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AUTHOR Patton, Karen
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ABSTRACT

This survey examines how the educational consumers (students) perceive the school experience and characterizes the various experiences offered by each of four different alternative schools (K-6) as well as presenting a composite picture of student attitudes. Each of the students in the study group (20% of each age group) was interviewed by a parent trained to question the child and probe topics dealing with his activities and involvements, satisfactions, and awareness of differences between schools. The results are presented by school. (Author/IRT)

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Minneapolis Public Schools

Southeast Alternatives Internal Evaluation Team
Tuttle School-Room 206
1042 18th Avenue SE
Minneapolis, Minnesota 55414
331-6252

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SEA Elementary Students' Perceptions of Their School Experience

May 20, 1976

Written by: Karen Patton

PW 5-07

EA 008 527

This is an SEA Level I formative evaluation report, prepared as part of the Project-Wide evaluation effort. Ideas expressed in the report do not necessarily reflect the official position of the Minneapolis Publis School Administration nor the Minneapolis School Board.

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BACKGROUND INFORMATION ON SOUTHEAST ALTERNATIVES

November, 1975

The Experimental Schools Program (ESP) is designed to test comprehensive change in education with the intent to facilitate the transition from research and experimentation to practice. Southeast Alternatives, one component of ESP, is dedicated to the following goals:

I. "(The project will provide) a curriculum which helps children master basic skills. . ."

II. "The project will test four alternative school styles (K-6) and selected options in schooling programs for grades 7-12 articulated upon the elementary alternatives."

III. "The project will test decentralized governance with some transfer of decision making power from both the Minneapolis Board of Education and the central administration of the Minneapolis Public Schools."

IV. "The project will test comprehensive change over a five year period from 6/1/71 - 6/30/76 combining promising school practices in a mutually reinforcing design. Curriculum, staff training, administration, teaching methods, internal research, and governance in SEA make up the main mutually reinforcing parts."

ESP was initiated in 1971 by the United States Office of Education and is now directed by the National Institute of Education (NIE). In May, 1971 three school districts, Minneapolis Public Schools, Berkeley Unified School District of Berkeley, California and Franklin Pierce School District of Tacoma, Washington, were selected as experimental school sites. Presently, there are five large experimental school sites and 13 smaller ones.

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, was funded for five years. On June 1, 1971, a 27-month operation grant of $3,580,877 was made to the school district. A final 33-month contract for $3,036,722 was approved by the National Institute of Education (NIE) on May 22, 1974.

The approximately 2200 K-12 students in the project include a racially and economically diverse urban population. Southeast Minneapolis, bounded

by factories, flour mills, freeways, multiple dwellings, residential neighborhoods, shopping areas and railroads, also houses the main campus of the University of Minnesota, Minneapolis. Stately old homes, low income apartments and expensive condominiums are all located in the area. This mixture of ages, occupations, interests, and life styles supports a diversity of views about the nature of public education which the five SEA alternative schools established by parent choice reflect.

At the elementary level students may choose to attend any one of four major alternative programs:

The Contemporary School at Tuttle utilizes the graded, primarily self-contained classroom structure. The basic skills of mathematics and language are developed through an individualized multi-test, multi-media approach. Students move between their homerooms and a variety of centers to participate in learning activities throughout the entire school day.

The Continuous Progress School in the Pratt building allows children to advance at their own speeds without regard to grade level. Children are placed in homeroom groupings according to their reading placement. Part of the day is structured with language arts, math, social studies, science, music and other curricular areas. The rest of the student's time is spent in interest groups and interest areas which are staffed by students, faculty, parents, aides and volunteers.

The Open School at Marcy offers its students an opportunity to influence their eduation. An integrated curriculum which emphasizes learning basic skills through experience and the process approach, that of children learning how to learn, to make independent judgments and to discover and pursue their interests, is offered. Children are grouped in multi-aged "families" and a flexible daily schedule allows times for activities at various resource centers. Through the Other People Other Places Center students learn how to arrange for their own resources and

extended trips into the city or wilderness to expand their educational experience.

The Free School (K-12) offers a flexible curriculum which allows students to pursue the areas they wish to develop and experience with emphasis on making the curriculum relevant to present day issues and enhancing students' skills, knowledge and inner autonomy for acting as free people in an environment of change. The Free School is particularly committed to recognize and oppose racism, sexism and class oppression in today's world. Students are grouped into primary, middle and secondary categories with some cross-age teaching across groups. Although basic skills are stressed, and graduation requirements are set, a flexible approach is used in achieving goals.

The middle school program at Marshall-University High School has been designed to meet the needs of the diverse groups of students coming from the various SEA elementary programs. An Open and Continuous Progress program is available for students in 6th-9th grades. Students 11 and 12 years of age may choose to remain in their elementary school until grade 7 or enter either of the other two transitional programs. Graded classrooms are available to 7th and 8th graders. A.L.E., the adjusted learning environment for students with special needs, and a special reading center are also offered to Junior High students. Teachers work in teams to offer a coordinated program.

A flexible array of courses and activities are available at the 9-12 Senior High School level. Each Marshall-U student, with parental consent, designs his or her own educational program within a trimester system of twelve week courses. In addition to single discipline courses there are inter-disciplinary courses, independent study opportunities, and a variety of off-campus learning programs in the community: a 9-12 open classroom for 60 students now makes possible K-12 open education in SEA.

Advisory/governing councils consisting of parents, faculty, staff, and sometimes students have been established at all five SEA schools. An SEA Management Team of principals and managers of K-12 service programs has merged with the Southeast Council which is composed of parent and staff representatives from each school and other community representatives. The council serves as a strong advisory to the SEA director.

A Teacher Center has been established to provide staff and parents with an opportunity to receive substantial in-service training as well as to provide an avenue for preservice experiences. An In-service Committee made up of teachers from the SEA schools and three community people receive proposals and act on them, thus providing a direct role for staff and parents in the staff development activities. The University of Minnesota and Minneapolis Public Schools jointly operate the Teacher Center which was first initiated with federal SEA funds.

Two evaluation teams are directly involved with the SEA project. Level I (Internal) evaluators work for the Minneapolis Public Schools and are administratively responsible to the SEA director. The Level I team conducts formative evaluation activities as requested by project participants such as parents, students, faculty, administrators and the Board of Education. The purpose of this type of formative evaluation is to provide information that will be useful in developing effective educational programs and improving the project.

The Level II Evaluation Team is organized by Educational Services Group. This external team is known as the Minneapolis Evaluation Team (MET) and is accountable directly to the NIE. The purpose of external evaluation is to independently collect information of a summative nature about SEA which will be of use to practicing educators who are in the process of designing, implementing or operating programs to improve education.

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SEA Elementary Students'
Perceptions of Their
School Experience

Introduction

In 1971, through the combined effort of the Minneapolis Public Schools and the Southeast community, the Southeast Alternatives program was federally funded as an Experimental Schools Project. One of the major goals of SEA was to "test four alternative school styles (K-6) and selected options in schooling programs for grades 7-12 articulated upon the elementary alternatives." Thus, four distinctly different alternative schools were defined, each with a different thrust and assumptions about how learning best occurs in order to offer "sufficient educational options and alternative schools so all learners could meet with success" (SEA Journal 1971-1976).

The intent of each program was to strive toward the goals which best expressed that particular value system and style of education, rather than comparing which alternative school was "best." Throughout the project yearly surveys were conducted to document the satisfaction and attitudinal change of parents and staff. This survey endeavors to find out how the educational consumer (students) perceives the school experience and will attempt to characterize the various experiences offered by each alternative school as well as present a composite picture of attitudes (rather than a detailed comparison between schools). We leave the comparisons to those who will evaluate the students' comments in light of their own value assumption about the validity of each alternative school's goals and how they are being implemented. The main benefit of the survey, aside from documenting children's attitudes for the broader school-community, is related to the consideration each staff gives to the students' comments.

In early 1972, a brief survey of student attitudes was done. As the project closes, the styles of learning and awarenesses of students are more established and we hope to capture some of the essence of what the school experience means to them.

Some Comments on Procedures

This survey spans from elementary through senior high and will be presented in two reports. This report deals with the attitudes of 128 elementary students between the ages of 8 and 11 in each of the four alternative schools ... Marcy Open ... Pratt (Continuous Progress) ... Tuttle (Contemporary) and Free School. Each of these students was interviewed by a parent trained to question the child and probe topics dealing with their activities and involvements, satisfactions, and awareness of differences between schools. (See sample questionnaire - App. A)

The second report will examine a questionnaire which was administered to all of the Marshall-U students. This questionnaire was a quick answer format to ascertain the extent of agreement students had with statements about their school experience.

Interviewing Children

Those who have experienced interviewing a young child about his/her world view of school have shared a rare treat. The age-related and developmental stages of maturation become clear as a child discusses rules and behavior in the context of his/her moral and social comprehension. There is much to be learned concerning the child's ability to assimilate many of the activities and structural aspects of a program through the ways he/she expresses comprehension of teachers' intentions, justification of rules, what they must do, can do, and would like to do. As children

approach seven or eight years old their verbal and intellectual skills seem generally to go through transitions which is evidenced by a greater ability to verbally generalize, empathize, hypothesize and criticize. It is for this reason that we chose to interview eight through eleven year olds. Undoubtedly the experiences expressed by younger children are valid representations of their world view; however, they are more difficult to interpret, and are often less fully expressed.

Of the 500 students of the ages 8 to 11, approximately 20% of each age level was randomly sampled. Since each age level had varying populations, the number of students interviewed in that age group varied; however it was basically 20% of that age group. Approximately half of each sample was composed of children who had been at that particular school for four years or more. Since we did not control for sex distribution, the sample is a bit heavy on boys; however there does not seem to be significant differences in responses by sex.

Sample of students by duration in program

Duration in Years	Free School N	%	Marcy N	%	Pratt N	%	Tuttle N	%	Total N	%
4 or more	(8)	50%	(16)	43%	(23)	51%	(12)	40%	(49)	38%
3 or more	(8)	50%	(21)	57%	(22)	49%	(18)	60%	(59)	46%
TOTAL Students	16		37		45		30		128	

Duration at School (1 to 7 years)

	N	%
1 Year	16	20%
2 Years	23	30
3 Years	15	19
4 Years	21	27
5 Years	19	24
6 Years	3	4
7 Years	3	4

Parents as Interviewers

One of the purposes of conduction an SEA-wide student survey entailed training parents to do interviewing in an effort to have some people who might be able to work with school staffs once the evaluator positions were phased out (June, 1976).

Fourteen parents were recruited through each SEA elementary school and trained and paid to administer the open-ended children's interview. The quality of the interview and amount of information depended on the thoroughness of the interviewer.

The training consisted of a four-hour session of role playing the various ways of probing the questions as well as discussing the content and intent of the interview. Ways of dealing with specific problems that might arise such as refusals, distrustful children, or "antsy" children were discussed.

The two weeks of interviewing went very smoothly. At various times sub-groups came together and shared information to further increase the quality and quantity of student responses. Many of the parents spent long hours learning skills needed to draw the sample, interview, prepared the interviews for coding, draw tables and analyze information. In general the parents reported that the children were very cooperative and enthusiast about being interviewed. The experience of being in a position of interviewing a sample of children from different alternatives was a very positive one for the parents and contributed concrete educational evidence about learning which reduced stereotypic ideas about the relative merits of one program over another. Parent interviewer comments revealed a more solid understanding of the nature of individual differences and how the school were trying to meet these needs. They also commented on the

opportunity to talk with students about their learning with a great deal of respect for students' input and thinking on the issues which were being discussed. For some parents different definitions of learning, curriculum and discipline were discussed with fresh material from the children who actually experience the norms articulated by the philosophy and teaching styles of a program. For most parents, visiting a school other than the one their child attended was a novel and interesting event.

The ideas and input of parents into the process of interviewing, rewording questions, and coding answers was an invaluable input for the evaluator. The concern which parents had about their children's education was exhibited through close scrutiny of how the information would be portrayed, categorized and recorded. The whole process was not only interesting and relevant to parent concerns, but a good model of how parent participation could add valuable input into the feedback process. The next step would extend the process to the analysis of information and feedback to staffs and interested persons. The case for including parents in aspects of school evaluation for specific issues could increase constructive dialogue and common purpose, and reduce fragmentation due to lack of communication or trust.

Feedback to Staff

The evaluator discussed the data briefly with each elementary staff and provided the tables of student comments. In general, teachers and staff expressed that they found the information interesting and often amusing. Some teachers at Marcy and Pratt were concerned with how representative the statements were. At Pratt a great number of students are under 8 years old, and their comments are not a part of the study. At Marcy some teachers felt there were greater differences in responses between classrooms, which

might be more significant than all students' responses representing the program.

There was not time to delve into the significance the statements had for individual teachers or the staff as a whole; however, it is evident that some of the information was useful for program description and feedback on recent changes made in use of space and scheduling at Free School.

One teacher at Pratt received a separate compilation of responses from the eight students interviewed in that room and indicated some of the information was helpful in end of year evaluations.

There was recognition at Tuttle that Center Activities (woodworking, pottery, media) were often mentioned by students in a positive way and that this part of the program should in some way be maintained even though budget decreases project decreasing center opportunities.

There are a variety of ways information from student interviews could benefit program planning staff and reflection. This largely depends on how much consideration the staff gives to the data.

Sample Interview

_____

_____

Length of interview _____ Code No. _____

Interviewer _____

Interview introduction:

1. Introduce yourself
2. Review purpose of interview
3. Time required
4. Confidentiality
5. What we will do with answers
6. How chosen

_____ 1. Describe the kinds of things you do during the school day. (Probe: What kind of things do you do in reading, math and shop? Is there anything else? Other places in the building? After recess, lunch? How do you decide what you do, e.g. read?)

_____ 2. Are there some things other kids do that you don't do?

_____ 3. Is there something you want to do that you haven't done? (How could you do this?)

_____ 4. Are there some things only girls can do?

_____ 5. Are there some things only boys can do?

_____ 6. What do you like to do best in school?

_____ 7. Are there things you can't do here? (building, class?)

_____ 8. How do you feel about not being able to do those things?

_____ 9. Where is you favorite place in school? (What kinds of things make that your favorite place?) (What do you do there?)

_____ 10. When you need help, what do you do? (How do you get it? Any other people, things that help you? Who do you ask? Where do you go?)

_____ 11. Do you like school?

I am going to ask you what you like and don't like about school, first:

_____ 12. What do you like about being here?

_____ 13. What don't you like about being here?

_____ 14. What would you do if you were in charge here?

_____ 15. Have you ever gone to another school? Which SEA ____ Other ____

_____ 16. How was that school different from this one?

_____17. Have you ever visited other SEA schools? (e.g. Marcy, etc . .)

_____18. Have you ever thought about changing schools? Which one?

_____19. How is your school different than other schools?

_____20. Do you talk to people outside school about things you do here? (Who? What kinds of things do you talk about?)

_____21. What do your parents say about school? (Do they talk about what they like, don't like, changes? What changes?)

_____22. How do you feel about what they say?

For 10 and 11 year olds

_____23. How do you feel about going to junior high? (MU)

_____24. Do you expect it to be different? How?

_____25. Do you feel prepared for junior high? (MU)

Pause.....

Anything else you want to add?

TUTTLE

_____26. How do you feel about woodworking? (What do you do, want to change?)

MARCY

_____27. When do you go to Other People, Other Places Center (What do you do, like, want to change?)

MARCY OPEN SCHOOL

I. Activities and Involvements

Children describe their day:

One of the most interesting questions in this open-ended interview was the first question, which asked children to describe their day. The interviewer encouraged students to be specific and give examples through asking them to give examples of the kinds of things they did when a child responded "we do math." The interviewer probed to find out student and teacher inputs (if this was not clear) through asking how projects got started or who decided what activity would occur. Each school was characterized through the child's verbal painting of how he/she saw his/her day and was analyzed through examples and general characteristics which emerged for that particular school.

First, two typical and fairly complete descriptions of the day from the point of view of the child follow. Probes from the parent interviewer are in parenthesis. The verbatim comments of students are included to explain how the major characteristics of each school emerge from the child's description of his/her activities

Thirty-seven students, ages 8 to 12, randomly chosen, were asked to describe the kinds of things they did during the day. Their responses revealed lots of differences in activities between age-levels and classrooms; however, some characteristics emerge which generally describe the Marcy program.

First two typical and fairly complete descriptions of the day from the point of view of the child follow. Probes from the parent interviewer are in parenthesis. The verbatim comments of students are included to explain how the major characteristics of each school emerge from the child's description of his/her activities.

Sample interview A

"Math packs--four pieces of paper stapled together . . . adding . . . Mini-paks, subtraction, too, times . . . play math games . . . games that people make up, cards, . . . a lot of people do that--make up own games--usually teacher does . . . flashcards--people make flashcards . . . read. I don't read that much anymore. I've already been through all the books. I just grab a book and read it . . . you can choose them yourself . . . I read to other people anything they want me to. Writing. Today teacher put ideas about Monty Python's show on three sheets of paper and everyone had to copy them. We write our own stories--a lot of times . . . about football and all sorts of things . . . kids were making signs for Python show . . . We play in block corner during project time . . . it's a time where don't have quiet time or have to do work . . . you can if you want . . . can do games . . . a lot of different things . . . I talk to my friends. We eat lunch . . . go out to recess . . . football . . . or pom-pom pull away. Quiet time . . . can choose . . . gym on Thursday and Friday . . . relays, play basketball. We play floor hockey, but have only played once; scooters. (Anything else?) Not that I can think of."

Sample interview B

"Activity time--go to centers, work projects, small interest groups--electricity--teacher found out what interested in. Project could be anything working on. Lunch then quiet time . . . do math, reading, writing last year, and got all screwed up this year. Math--math imagination--you check yourself--it's a little booklet . . . go booklet by booklet or get worksheets which get harder and harder--color coded. Had reading books--Sounds of the Distant Hunter, etc.--finished two years ago, so now read whatever I want--Hobbit. Writing. Creative writing groups, or can write whatever want. We make reports for animal group. Math specialist . . . can do two hours Wednesday and Friday on math, but it takes too much time. Go Hammer Hall make chess board. I'm making bowls for the teacher in pottery . . . I'm making a chess set. We have gym once a week . . . Gym for Deserving Souls. When the teacher goes with us, we're doing the Presidential Physical Fitness."

The 37 Marcy students described their day largely in terms of activities or activity times. The scheduling is defined by blocks of time called quiet times and project times, during which certain activities are encouraged or permitted. Some activities occur regularly during a specific block such as reading/language arts activity and math; however the rest of the time can be filled with a variety of simultaneous activities for varying periods of time determined by the student and/or the teacher.

Math and reading are the most frequently mentioned activities by students which occur daily or on a regular basis at a specific time (e.g. every Monday, math). "Math" is most often mentioned as an individual or group activity. A variety of materials and resources are mentioned such as:

"Do math pages once in a while and in groups
mini-paks--four pieces stapled together (adding, times)
play math games, make up cards, own games, flash cards
sometimes worksheets--sometimes teacher puts problems on board--
solve them at own leisure
do a little arithmetic in groups on levels
special math groups on special days
there are levels--people who want books can have them or have
worksheets
high interest math--teacher puts problems on board, like you do
in 8th grade
worksheets and tests
calculation on computer
story math on sheets, measuring, lots more
teacher gives us pages, asks what level (test) we are on--Mom likes
me to do math and reading every day
can check our own math if we are in that program but we are among the
best students
teacher decides which groups
have a math book (found own), teach friends math
math games"

Math games are mentioned as a part of their day, usually after "work" is completed or during free time. In some cases students can choose games as their "math"; however math games are often spoken of as occurring when math other than worksheets, mini-paks, and teacher directed activities are completed.

Children talk about many other activities that include math thinking and practice (such as measuring, thermometers, cooking) as a part of projects and free time. This suggests that children identify math in terms of the resources used (tests,worksheets, games).

The role of the teacher concerning math activities varies between classrooms. Each teacher determines the scheduling and expectations for math for his/her classes of children. The flexibility of choices, variety of resources and activities varies between rooms. Students mention having

in-put into the math resource they will work on such as books or worksheets; however math is generally mentioned as more teacher-directed and negotiated than reading and other activities.

Students mention reading as something they do at specific times, free times, in the library during project and quiet times. The range of reading activities and resources is very broad and the student generally determines the content of what he/she reads:

> we have read-ins, go to media
> read a lot
> don't need that much (reading) any more . . . can choose book
> can choose a book . . . just grab one and read
> already been through all the books
> lots of reading . . . not in the room because too noisy
> don't like standard readers so use library

The predominant time designated for silent reading or teacher led groups in reading occurs in the classroom and sometimes in the library during quiet time. Other times, such as project time, include reading of materials in connection with projects about "early days, animals, the human body" or whatever a student or teacher has determined as a project. Reading is also frequently a favorite of students and done as an optional activity or choice.

Other language arts activities are mentioned as a regular part of the day. "We write our own stories, reports from projects, make signs, read out loud to a friend, get writing ideas from the teacher, do reading games, spelling, vocabulary, dictionary, read out loud, go to library."

Other frequently mentioned activities are going to activity centers and activities done during quiet or project times. "I go to library, Hammer Hall, music . . . I decide which one . . . I only do those on certain days . . . (I go to) media (where I) watch films, or read . . . (the) librarian chooses a film, slides, tapes, too. (In) Hammer Hall (I) build presents for people . .. making bowls. (I'm) taking flutophone (don't go to music)."

Time blocks:

quiet time . . . I do cursive and times
project time . . . play in block corner . . . make lots of movies
do states and stuff
experimenting with thermometers
stay in room and make structures in the futures (class) . . . sand table
drawing, and some science during project time in morning
science assigned by the teacher . . . can't say no to her . . . I
don't like that

Teachers' Role

The classroom teacher spends most of his/her time with the same group of students in the homeroom. There are other aides, volunteers, activity staff and support staff who interact regularly with the students. The teacher is described in a variety of roles:

"Teacher gives us work . . . ideas for writing . . . tells us, shows me how . . . helps us . . . puts problems on board . . . does high interest groups . . . groups in reading . . . talks to us about things . . . asks us what we are going to do."

The teacher is frequently described as an initiator of ideas and projects, someone who helps, "nice" person, giver of directions and negotiator of tasks, and teacher of skills. Students mention choosing the books they read, projects that they do, centers they attend. They describe some activities as more teacher-directed (math, some science, reading, meetings and quiet time activities) and some activities as more child-directed (choosing books, centers, some projects, games); however there are "negotiated" decisions in some skill work and projects. This depends to a great extent on the individual teacher.

When students were asked "When you need help, what do you do?" (See Table 1) they mentioned contact with a variety of adults and materials as ways of getting help. The most frequent response was the teacher, the second most

frequent source of help was other kids and the third was the aides. Other materials and machines (calculator, computer, filmstrips) were also mentioned.

Table 1. - - When you need help, what do you do?

Teacher	(36)	38%
Principal	(3)	3%
Aide	(17)	18%
Support staff (nurse, counselor)	(6)	6%
Peers and myself	(23)	26%
Other materials and machines	(10)	10%
Total comments	(96)	101%

Role of peer interaction

Students frequently mention a variety of ways of interacting with peers such as playing and working with friends, teaching and helping each other as a part of their day:

"I visit with my friends . . . clean animal cages . . . find someone to play a game with . . . do math in groups . . . read to other people . . . talk with my friends . . . play with friends a lot . . . play around a lot with my friends . . . have a good time . . . sometimes watch other people. In circle we talk about special things to do . . . meetings . . . talk about the way we've been acting . . . pick groups we like, like biology or the body. We go on field trips to factories, radio, skating."

Other activities and involvements

In addition to describing the activities and involvements during their day, students voiced statements and values concerning their activities in other ways. When students were asked "Are there some things other kids do that you don't do?" 58% of the responses indicated a variety of activities and interests some students had that others didn't have. (See Table 2) "Some kids play records. . .like writing. . .go to music. . ." Students also expressed

preferences for certain centers which they frequented more than others. A major characteristic of different choices and interests students talked about was the valuing of personal preference as a criterion for differences between students' activities. Students also mentioned some behaviors that other kids had, such as smoking or fighting.

Table 2. - - Are there some things that other kids do that you don't do?

Yes	(29)	85%
No	(6)	15%
	(34)	100%

Activities (21) 47% (Some children made several statements)

Some kids are in newspaper groups.
Coloring . . . I'm not anxious to do it.
A lot of other kids write . . . and I don't like sports.
Science . . . I usually draw.
Draw airplanes . . . nothing else.
There's a detective group, I kind of want to be in, some kids work in the office.
Exercise Stretch and Movement . . . they get loose, touch head to floor. I've tried it.
Lots of sports . . . I'm not as interested as some.
Don't play stratego.
Play army, I don't want to.
Some kids play games I don't like.
Some like to play football more than me.
Play house a lot . . . don't like that . . . I read in the cube.
A lot of guys play dolls.
Some kids play records all day.
Cheerleading group . . . dumb.
Some play more games . . . because they don't want to work . . . math rule: can play games if caught up with work.
Some do a lot of writing.

Behaviors (16) 36%

I don't beat up on kids.
Smoke.
Yeah, doing things not supposed to . . . don't shove people around.
They try to be mature . . . some kids don't clean up . . . sometimes they choose to goof around, sometimes they play games instead of math.

Centers (5) 11%

They go to music . . . I don't really like music.
They go to music and library . . . I don't like music.
Pottery and Hammer Hall.
Don't go to Hammer Hall very much at all . . . I usually stay away from centers and talk to the teacher.
Some go to pottery and music more than me.

Other (3) 7%

They do work better.
Two boys go to see SLBP (didn't know why or who SLBP teacher was).
Everyone has own area.

They were also asked if there was something they wanted to do that they hadn't done. (See Table 3) There were suggestions for field trips and various activities such as science, languages and project interests. The interviewer also asked them how they could do these things and students generally responded that they would arrange trips or could do those activities mentioned when they had time or another opportunity. They did not mention having limitations on what they could do other than there wasn't enough time to do everything.

Table 3. - - Is there something you want to do that you haven't done?

Probe: How could you do this?

Yes	(24)	65%
No	(13)	36%
	(37)	100%

Field Trips (6) 25%

Go on trips . . . hockey hall of fame . . . family might go.
No, not really . . . see ice palace . . . I go on plenty of field trips.
Can't go swimming . . . really done most everything else . . . there's a name on teacher's desk about skin diving . . . I'd like her to share that.
Wish I could see things more often . . . go other places.
Places I'd like to visit . . . Happy Potato Chips, Tonka Toy . . . will probably get there eventually.

Activity (8) 33%

Cooking group . . . forgot to raise my hand.
Do chemistry, I've checked it out with my teacher.
Sink and float, metals and woods see whether they float.
Boxing gloves, go outside.
Can't be in detective group because it's already started . . . could be in one later if there's another.
Learn more about astronomy, no one but me interested . . . plan to go to U of M.
Going to take Spanish.
Like to be in band.

Others (10) 42%

Check for art materials with teacher.
Be able to get my work done before it's due . . . it's too hard for me . . . there are so many other things to be done.
More work in math . . . work harder.
Shoot the teacher . . . play hookey.
Not too much to do now.
Don't know . . . seems like I've done it all.
Shorter day.
Don't go to pottery as much as want to . . . want to get better at drawing . . . write more . . . do more cross age teaching . . . but too busy.
I can do anything that interests me.
Go home after school . . . have to go to Latch Key . . . it's sort of all right.

When asked "Are there any things you can't do?" Marcy students generally interpreted the things they "can't do" as specific behaviors that were disruptive or against the general norms throughout the building such as playground and hall behaviors. (See table 4.) Students frequently mentioned various rules that were specific to the classroom such as no projects during quiet time, can't just sit around, make a lot of noise during quiet time, play piano without permission. A few comments indicated that there were some tasks that they were unable to do well.

The students were also asked how they felt about these rules. Eighty-two percent (27) responded that they were fine, OK or necessary. Twenty-six percent (11) of the students did not agree with the rules (such as throwing snowballs, running) and 7% (2) felt some rules or limitations were OK and some were not necessary.

Table 4 . - - Are there any things you can't do?

Playground behavior	(8)	17%
Hall behavior	(14)	31%
Other behavior	(14)	33%
Role adult	(3)	7%
Ability	(4)	7%
Other	(3)	7%
	(46)	102%

Playground behavior (8) 17%

Can't throw snowballs on one side of playground.
Can't throw snowballs. I even do it when I get excited.
Can't throw snowballs but we still do. No one catches me.

Hall behavior (14) 31%

Open all lockers and run down halls . . . I used to do that when I was little.
No playing in halls, flushing toilets, don't jump from cube, no fights.
Be in halls during lunch and recess.
Can't run in halls, draw on walls.
Go out in hall without asking teacher, go to centers when not time if late. Miss field trips.

Other behavior (14) 33%

Can't always make a lot of noise.
Can't make lot of noise during quiet time . . . have to circle up.
Can't run in classroom. Can't miss going to SLBP teacher.
Someone dropped gum and teacher stepped on it . . . now no more.
Setting fires, breaking things.
Can't listen to radio all the time.
Can't just sit around, fool around.
Can't be bad, roll up paper, throw, leave the room without permission.
Can't go in office unless allowed.
No projects during quiet time.
Can't play piano without permission.
Lots. Spit, pop milk cartons. Could give you five mile long list.
Can't quit lesson whenever want. Can't play games unless work is done.

Role adult (3) 7%

Teacher can yell at you, but you can't yell at them . . . they get mad. (I feel like stopping them.)
We can't run things. You should respect other people.
Can't do what want, go to woodworking all day.

Ability (4) 7%

Can't read that well, do math sheets well.
In pottery try to do good stuff, but not always that good.
Can't write in cursive.
Can't find things to read. Can't play ping pong.

Other (3) 7%

I don't care.
Not very much we can't do.
That's a tough one. I don't think so.

When asked if there were things only girls or boys could do, there were no significant responses indicating differential treatment of boys and girls. There was, however, an awareness that girls and boys often did different kinds of activities by personal choice or habit. (See Table 5)

Table 5. - - Are there things only girls can do that boys can't do? Are there things only boys can do that girls can't do?

No	(36)	97%
Yes	(1)	3%
	(37)	100%

II. Satisfaction with the school experience

Table 6. - - Do you like school?

Yes	(33)	89%
Ambiguous	(3)	8%
No	(1)	3%
	(37)	100%

Yes (33) 89%

Yes, I love it.
Actually yes, kind of.
Uh huh. I like this one especially. It's the best school in the world. It's open.
Yes, but sometimes I'm anxious to go home - when we're going somewhere.
Yeah, most of the time.
Yes, I like all the opportunities.
Yes, very much.

Ambiguous (3) 8%

I was just thinking about that. Yeah, sort of.
Well, sort of.
Sometimes yes, sometimes not. Usually do though. After weekends I don't want to go because I'm used to being home and I'm comfortable there.

As can be seen in Table 6, 89% (33) of the Marcy students interviewed said that they like school. Their responses throughout the interview reiterate this general satisfaction with the nature of their program, the flexibility of scheduling, range of choices, variety of activities and the people in their school day (both adults and peers). (See Tables 6 through 9)

When students were asked, "What do you like to do best here?" most students responded with several "bests." Interest center activities were most frequently mentioned, 30% (13), and subjects such as reading, writing and math were favorites 30% (13). Other active pursuits were mentioned such as play football, cops and robbers, playground. (See Table 7)

Table 7. What do you like to do best here? 40 comments

Centers	(13)	32%
Math	(3)	10%
Reading/writing	(10)	22%
Other activities	(9)	22%
Other	(5)	16%
	(40)	102%

Centers (13) 32%

Centers because I'm free to do interesting things.
Center time is funner.
Go to woodworking (4).
Playing around in pottery. Teacher makes us laugh.
Gym. We play lots of games. Kickball is best (3).
Pottery, because it's fun and you can make things.
Play flute, go to music, run around.

Math (3) 10%

Morning, when we do math and after when we do crocheting.
Math. It's usually fun.
Math groups.

Reading writing (10) 22%

Reading, cause it's quiet.
Read in my room (3).
Read Charlie Brown cause they're comedy.
Read in cube.
Probably reading. I really like to read because I started when I was really little.
Writing about what we've seen or done.
Write, draw, go to centers.
Practice writing.

Other activities (9) 22%

Exercise Stretch, Movement (ESM).
Making movies.
Draw (2).
Play football (2).
Play cops and robbers.
Working on small interest group projects.
Projects, like cathedrals, get these cards, and we decide what we want to do. Have to find someone to take us there.

Other (5) 16%

Everything (2).
Nothing special.
Teacher is nice.
I have an area, share with two other girls.

Since various places in the building serve different functions, the students were asked to name their favorite place and indicate some of the reasons for liking it as well as some of the things they did there. (See Table 8)

The interest centers or rooms where specific creative and communication arts took place were most frequently mentioned (62% of the comments). The various reasons for liking that place focused on the nature of creating a product, enjoyment of the task or staff or because one could be active or quiet.

The classroom was also a place which received frequent choice as a favorite place. Some of the things that made it so,involved the diversity of resources, the opportunity to be with friends ("good people," nice teachers), the opportunity for the individual to have a role in choice of scheduling and the nature of activities.

Table 8 . - What is your favorite place and why?

The room	(13)	33%
cube - 2		
Activity/Centers	(24)	62%
Hammer Hall - 9		
Gym - 8		
Library - 2		
Music - 1		
Pottery - 1		
Other	(2)	5%
Recess - 1		
Hallway - 1		
	(39)	100%

Room (13) 33%

Room - do lots of things . . . color, art.
Classroom . . . don't have to do just one thing.
Our room . . . we don't go out of there . . . just a small group.
Our room. . . tell stories . . . have friends.
Good people in our room this year.
Room . . . we play, learn, read . . . learn like math, writing, where to put commas.
Room. Get to choose what want.
Room. Get to listen to radio and my special friends are there. Read with my friends.
Room. Whatever you feel like . . . I like that free feeling.
Room. Play group . . . math . . . ESM.
Room. When have writing assignments, do singing . . . everyone nice to everyone.
Cube in room . . . closed in private space if you're annoyed or tired can go there.
Cube. Cushions for blocking up holes . . . privacy.

Activity/Centers (24) 62%

Hammer Hall (9)
Working with wood. Make nice things. Teacher nice, really funny.
Better times in Hammer Hall. Do things with hands . . . takes brains and skill. Like to work hard on things . . . get them done.

Center (3)
Pottery, gym and classroom . . . making things out of clay.
Basement . . . centers are there.

Library (2)
Because that's where there are all sorts of books.

Music (1)
Get to play piano.

Pottery (1)
It's just fun.

Gym (8)
Play games, scooters, fun to get out of room and play instead of do work.
Like doing exercises and run.
Like teacher.

Other (2) 5%

Recess (1)
Because can run around.

Hallway (1)
Quiet out there and no one bugs me. Play cards or sketch.

Another dimension of satisfaction was explored when students were asked, "What do you like about being here?" Responses identified some of the philosophical and affective satisfactions of students of being at Marcy. (See Table 9) There was also some restatement of the popularity of centers and some subjects.

The most frequent comments relate to the perceived differences in norms from other school experiences, hence an expression of the nature of the program or philosophy. The students' comments identified liking Marcy because of the informality, the emphasis on choosing activities, presence of a variety of options and activities, and the flexibility of personal schedules.

Positive feelings toward the people in their environment was also mentioned frequently (28% of comments). Half of these comments concerned peers and half concerned teachers and staff.

Table 9 . - - What do you like about being here?

Program/Philosophy	(20)	25%
Peers and friends	(12)	15%
Teachers and personnel	(11)	14%
Variety of resources	(6)	8%
Centers	(12)	15%
(Gym - 2)		
(Hammer Hall - 2)		
(Music - 1)		
(Pottery - 3)		
(General - 3)		
(Media - 1)		
Subjects	(8)	10%
(Math - 3)		
(Writing - 3)		
(Reading - 2)		
Learning - General	(6)	8%
Other	(5)	6%
(Arts and crafts - 2)		
(Recess - 2)		
(Just like - 2)		
(Lunch - 1)		
(Better atmosphere - 1)		
	(80)	101%

Program/Philosophy (20) 25%

More playtime.
They don't assign you. "You get this done in 10 minutes before I ground you." It's not like that.
Well you don't have to sit at desks and ask to go to the bathroom. It's not so strict.
It's open. You can come in whenever you want. You get to do what you want to.

I just like the school. I feel more free. I can do the things I can't do in traditional schools.
You're free more and you don't get so much punishments.
It's an open school, so you're not tied down to a chair.
There are no certain times that you have to do things.
Not having to do as much work as fast as you do in other schools.
Not like public school where you have to sit in a circle. We learn working. We teach other kids.
The way the school operates. Help (teacher).
In traditional schools you get pushed. Both my brother and sister didn't learn much here (but they're learning now at Marshall). They didn't get pushed. I learned a lot here.
Because you don't have to sit down at desks.
Open - you don't have to sit in desks. Not everyone has to do the same thing at the same time.
I like the way it's run, without desks and things.
It's nice because we don't all have to do the same thing at the same time.
Better atmosphere.
More freedom to do what I want to do. I don't have to sit around in a desk all day.
You don't sit in desks all day. You can choose what you want to do.
You don't have to sit in desks.

Peers and friends (12) 15%

I like the kids. My friends.
I like some of the kids. Some I don't like.
I like the people a lot.
There are nice kids.
See friends.
We teach other kids.
Seeing friends.
I can see (my friend).
I like most of the kids.
A lot of friends - get to see them if they don't live near me.
Know all the kids.
The kids.

Teachers and personnel (11) 14%

I like the people a lot.
The teachers are nice.
The teacher, the things he teaches, the group he sets up.
There are nice teachers.
I've got a good teacher.
I like the teachers.
You don't get ordered around by the teachers.
Good teachers.
The teachers and aides are nice.
I like how (teacher) has taught us new things.
You get help here and no one is too busy.

Variety of resources (6) 8%

It's fun like you get to do so many interesting activities.
All the activities.
You can bring your own games - free time.
Project time.
All the things I can do.
Arts and crafts. Yarn and felt--make birds, crocheting, needlepoint.

Centers (12) 15%

Media - 1

More media.

Gym - 2

Gym - the games.
Get to go to gym.

Hammer Hall - 2

Going to Hammer Hall.
Hammer Hall - woodworking.

Music - 1

Music.

Pottery - 3

Pottery.
Sometimes pottery.
Pottery sometimes.

General - 3

Making things at centers.
The centers.
Centers.

Subjects (8) 10%

Math - 3

Learning how to do math sheets better.
I can work on my math.
Hard math.

Writing - 3

I like learning how to write better.
Sometimes writing - spelling.
Punctuation.

Reading - 2

I like learning how to read better.
Learning how to read better.

Learning - General (6) 8%

I like learning things here.
I can learn things. Knowing things I didn't know before.
Some work is fun.
Get to learn.
It's fun and you learn things.
You learn more things.

Other (5) 7%

Playing at recess.
When I was sick and could watch TV all day long. I was still wanting to go to school.
Lunch.
Recess.
Don't know. Just like it. Never been someplace else, so don't know the difference.

Students were also asked "What don't you like about being here?" (See Table 10); 27% of their comments indicated that they were fairly well satisfied with or couldn't identify anything they didn't like. Peer interaction and kids' behavior were the major criticism (27%). The frequent mention of peer involvement, both positive and negative, indicates that staff and students value peer interaction through the activities and involvements of the school day.

Table 10. - - What don't you like about being here?

Kids and kids' behavior	(13)	31%
Nothing and don't know	(12)	27%
Criticism of centers	(3)	7%
Teachers	(2)	5%
Work/subjects	(2)	5%
Playground/recess	(2)	5%
Other/miscellaneous	(8)	19%
	(42)	99%

Kids and kids' behavior (13) 31%

Bigger kids are so mean. We try to play football but they take our field and we get this tiny old field and the teachers don't do nothing about it. They say you work it out for yourselves. (Only sometimes they do.)
Some of the kids are mean and push me around.
Some boys are mean to me.
I get beat up and some kids push me around.
Nothing. Except being pushed around.
Getting beat up and that's all.
When the boys are selfish about not letting girls do things they could do.
The kids. Sometimes they're mean. Sometimes they throw things down stairs and they beat up people.
Some of the kids are kind of mean. Nothing else.
Some kids. They bug me at recess.
Sometimes kids crowding around T . Gets to be frustrating.
Some of the people.
When people get in fights and stuff.

Nothing and don't know (12) 27%

Can't think of anything.
Don't have any "Don'ts."
Don't know. I think I like everything.

(Table 10 continued on next page)

(Table 10 continued)

Criticism of centers (3) 7%

I think two weeks is too long to go to one place or center.
Don't have enough recess or gym.
Not big enough gym.

Teachers (2) 5%

The music teacher.
Some of the teachers.

Work/subjects (2) 5%

A lot of work I don't like. Nothing else.
Useless tests, math, reading, writing.

Playground/recess (2) 5%

There's not much to play with outside.
Recess. It's really kind of boring. You have to go out when it's cold.

Other (8) 19%

Sometimes in the halls when having a group it gets noisy, but I can understand that.
I don't like "the play" otherwise I like it. I just don't like to wear masks.
You hardly get any chemistry.
Nothing really, except when there's a good program on at home. I'd like to skip school and watch it.
They don't push the little kids enough.
You can't run in the halls.
When you have to go talk to the principal, which I've never done.
Nothing, except the bus doesn't come on time.

Other changes and criticisms were voiced by 58% of the interviewees when asked what they would do if they were in charge. (See Table 11) Their statements reveal how they as authority figures might deal with school issues and resolution of problems. The most frequent comments were about dealing with unacceptable behavior of kids or enforcement of hall rules (such as no running and noise levels) through stricter enforcement of rules. Other students mentioned wanting more center time or more opportunity for a specific activity.

Table 11. - - What would you do if you were in charge?

Change	(21)	58%
No change	(10)	28%
Don't know	(5)	14%
	(36)	100%

Hall rules (5)

If lots of noise in hall, I'd go out and say "be quiet."
Hall patrols because noise bothers classes.
Get kids out of halls that aren't supposed to be there.
I'd send out notes to the teachers saying if they catch anyone running in the halls they'd be sent to the principal's office.
I'd make running in the halls OK as long as it's (all) clear.

General rules-behaviors (5)

I'd say "Why don't you work harder trying to do what you're supposed to do."
No swearing . . . keep Marshall kids away.
I'd make it fair with the little kids so the big kids wouldn't be beating them up for no reason.
Kick everyone out I hated.
I'd say you can go home, run, play, do what you want.

Playground situation (3)

I'd make it so all kick balls would be in one place, you'd need a note from teacher. If you pop one you help pay for it.
I'd get more things for kids to play on.
Extra longer recess, come in whenever you want.

Centers (3)

Try to get more gym.
Change length of time for centers.
I'd have gym every day and free choice of centers every day.
Centers could be open during recess.

Activities (2)

I'd see if we could have more chemistry in elementary schools.
Make more kids learn math and reading.

Facilities (3)

No portables . . . only for tests . . . it's too crowded.
Knock out a wall and put in kids' room with pop machine that would operate on chips.
I'd put the benches by the heater back.

Other

I would probably just change it so it was all Kindergarteners . . . I like little kids but don't like big kids.

III. Students' Awareness of Differences Between Schools

Questions were also asked concerning how their school was different from other schools they had attended and other SEA schools.

When asked how their school was different from other schools, students recognized program or structural differences between schools most often. (Table 12) They identified their program as "open" or "more open," which seemed to mean having more choices and personal freedom. They generally defined "open" in terms not as strict, and having lots of things to do when you want to do them. Many students explained differences in terms of not having to sit in desks and being able to determine own scheduling.

Table 12. - - How is your school different from other schools?

Philosophy/structure	(26)	65%	
Resources	(4)	10%	
Don't know	(8)	20%	(Comments not included)
(No difference)			
(No comments)			
Marshall comments	(2)	5%	(Comments not included)
	(40)	97%	

Philosophy/structure (27) 65%

I think my school is better because it's open and kids of all sizes seem to be together.
It's not strict. Otherwise it's not so different.
My school is open and ? it's freer.
It's an open school. I like this one better than any other school. I make friends here.
It's open. We do a lot more free stuff. We don't have to do math every day. We can do it tomorrow and do writing today.
It's an open school. It's freer.
You get to choose your things.
Yes, you don't have to sit at desks. It's more open.
You can't order teachers around here. They do sometimes at Free School, though the teachers don't really take it.
Yes, it's open. It's between the Free School and a strict school.
It's open. It's freer than regular schools.
Marcy has private bins. Pratt has open cubby holes.
Haven't been to other ones. Just this one. (It's a) free school. You goof around here more than at Tuttle.
Ours is open. Others are traditional. It means that they have to sit in desks. We can eat if we're hungry. At Tuttle they can only have gym on Tuesdays.
Because it's open. You can do mostly what you want to do.
Not everyone has to do everything at the same time. You don't have to sing kooky songs.
You don't have to work all day. It's an open school. You don't have to do math, reading and writing everyday. There's not very many open schools around here.
(It's) free.
It's more open than Tuttle. You don't have to do the same things. Not as free as Free School. I don't think they have quiet times in the afternoon. Don't know about Pratt.
It's more open. I can do more things like I want to do.
At Tuttle they have a certain time for everyone!! You sit at desks. There is one certain book that you read. Everybody takes a turn reading.
It's different from Pratt and Tuttle, because we don't have to sit at desks.
The things we do, I guess. We can do them differently. We don't go room to room like some other schools do.
The way it is. The openness and the things we do.
We have more freedom. We have a bigger selection of things to do. I think. I hope.

Resources (4)

We have a teletype and a nice shop teacher.
One of schools was only 15 minutes of time in center.
Has pottery and stuff.
We have a lot of activities.

Responses concerning differences from other schools they had attended in SEA and outside of SEA (See Table 13) were similarly focused on the schools' being stricter or having fewer resources. They described Marcy as generally less strict and more flexible in scheduling than Tuttle and Pratt.

Table 13. - - How was the other school you attended different from this one?

No comment	(11)	30%	(Always attended same school or didn't remember)
Comparison comments	(26)	70%	
	(37)	100%	

Out of town (5) 19%

Florida school was stricter. (We) had to do more things. Even if you didn't want to!
New York was strict. You had to sit in desks and raise your hands to talk. Had to have passes to walk around the halls. The Principal would hit you if you had no pass (with a ruler).
You get punished more and write lots more stuff. There was no principal, no centers. I really like having centers better. (It was) a very old building.
You had to do work right away and you always had to behave and you had to raise your hand to go to the bathroom.
(We would) sleep over at the school. We went exploring, but you do that here, too. I went to school in Denmark, we had to sit in a chair, we had to do math and had to do this and that.

Other Minneapolis (12) 46%

(We) sat in desk. (There was) a big gym - like that. Real nice Hammer Hall teacher.
(It was) a very strict school.
Had to sit at desks. So traditional we didn't have anything to do, except what the teacher said.
It didn't have centers or free time.
The teachers were more concerned about the way we acted. A little more cruel. We always had to sit in desks and be told what work to do. We had to ask to leave the room. The kids were sometimes nicer and sometimes a little more mean. Teachers here give you options.
It was a grade school and (jr. high?) school. We sat at desks. We did different kinds of work.
You can't choose your things. It has a big field in back. You don't have to do as much work here.
In Marcy you do whatever you want but don't fool around. At John Hay couldn't do what you wanted.

(Table 13 continued on next page.)

(Table 13 continued)

It was conventional. A bit stricter. No centers. (You had to) stay in the room. (You) have to take homework home every night and have it done by the next day. Have four minutes to take a test.
This is an older school. That school was more strict.
Montessori gave cookies and orange juice in the middle of the day.
Clinton was kind of open. You have to go to different rooms like for reading. (They) didn't have pottery.

SEA - Pratt (4) 15%

They're like "Get that done" sometimes. Some of it was kind of fun. But if I had any choice of schools I wouldn't pick Pratt, I'd pick Marcy.

I'm used to running around and they seemed to have more rules and (tables?).
Pratt was stricter. You have to do things at certain times there and sit at desks.
At Pratt the teacher would pick what centers you went to.

SEA - Tuttle (3) 12%

(It) was stricter and more traditional. No freedom at Tuttle like here.
(Teacher says) OK everybody take out your math. Turn to page 368. Do problem 3. Everyone does the same thing at the same time. It's better to work at your own level and do your own stuff. I don't know how it is now.
Harder work. Better school. More friends. Good teachers.

SEA - Free (1) 4%

You had to sign up on schedules. You put down what you wanted to do.

SEA - Motley (1) 4%

At (Motley) they didn't have Hammer Hall, before it was the Free School.

*Motley used to be grades 4 to 6.
* Previous to 1972 Pratt and Motley had a combined continuous progress program with K-3 at Pratt and 4 - 6 at Motley.

From the comments students made concerning differences between Marcy and other schools, there seemed to be an awareness in their minds of the differences in educational values between schools. They were often "inaccurate" in terms of other schools' goals but the criteria seemed to be the behavioral expectations, choice making and variety of resources.

A certain awareness of other options was revealed through the fact that 51% (19) of the students had visited other SEA schools.

Students also seemed to be aware of the option to change schools, or have considered doing so. (See Table 14) While 45% (17) had thought about changing to other schools, the greatest number mentioned Tuttle 22% (8). This is probably partly due to Marcy's proximity to Tuttle and the fact that many Marcy children live in that neighborhood. Parents desiring a change of curriculm may also be a factor in students making this response.

Table 14 - - Have you ever thought of changing schools? Which one?

Yes	(4)	11%
Just wondered what it was like.*		
Tuttle	(8)	22%
A little bit, because all kids in neighborhood go there.		
It's closer.		
Bigger school. Not enough room to work here.		
Pratt	(1)	3%
Marshall-U	(4)	11%
No	(20)	54%
	(37)	101%

* Comments are from children who volunteered additional information.

When asked what parents said about school (Table 15) 75% of the students said their parents had positive feelings about Marcy. The criticisms focused on questioning if students were learning enough or discontentment with the behavior of some students. Parents were depicted as having made conscious choices about their child being at Marcy because of the program and staff.

Table 15. - - What do your parents say about school? (40 comments from 34 kids)

Positive comments: (30) 75% of comments

I think she's glad about it because they don't rush you.
They think it's a nice school.
They like it.
They're glad because they think it's nicer . . . open. They don't want me to be forced to do math.
They think it's a good school.
They say it's a good school, that they didn't get a good education . . . they like the way kids get along with teachers.
They like it and they haven't said much.
She likes it . . . she loves it . . . she tried everything so I didn't have to change.
They like the art we bring home . . . we bring home lots of pottery and art.
They say they like it and don't want me to change . . . they like the work the teacher gives us and the way he teaches us.
They think it's a good school.
Don't say a whole lot . . . my family had the teacher for dinner . . . they liked the teacher . . . think it's a good school.
They like Marcy too.
Mom thinks it's a real neat school . . . thinks I'm learning a lot this year.
They like it because it's different . . . because I'm learning more.
They think it's good . . . open . . . learn more than at Tuttle.

Criticisms: (10) 25% of comments

They didn't like it at first because they felt I didn't do enough work . . . they asked me to bring work home and I do.
Sometimes lunch used to cost a lot but now she has a better job and it doesn't cost so much . . . all those papers my mom doesn't like to read.
They don't like swearing.
They didn't like that it's fifteen minutes earlier.
Mom didn't like that two people got blamed and everybody had to pay for it . . . not fair.
Sometimes they talk about not liking Marcy (forget what).
Parents want me to change teachers . . . because the teacher didn't teach me anything last year.
Mom feels I'm not learning enough here . . . wants new counselor.
They don't like it if I was running in the halls and got caught.
Don't like the talk about changing buildings with Tuttle because Tuttle is bigger and Marcy has more students.

Perceptions of differences in junior high

Ten and eleven year olds were asked if they expected junior high to be different. (Table 16) Their comments generally described going to Marshall-U junior high as a different kind of program, with changes through scheduling of classes, at specific times, moving throughout the building, some expectations that Marshall-U will be "more strict" or "less open," that there would be less flexibility in options and that Marshall-U students would be bigger or less friendly.

It seems that their information about junior high comes from siblings and their teachers as well as personal observation for those who have visited (5). As spring approaches all fifth and sixth graders will visit Marshall-U and at this time it would be interesting to note any attitudinal changes.

Table 16. - - Do you expect junior high to be different? How?

(asked of 10 and 11 year olds . . . 20 individuals responding)

Structure (15) less open/stricter (5) different structure (10)

I've heard people say things will change back to strict, but don't know if that's true.
Yeah, my teacher says they don't have open school like we do . . . open school there is conventional, a lot stricter than Marcy.
At my last conference my teacher said the open part is not all the way open . . . part of the time in desks.
You will have to make a schedule.
Won't be an open school.
It will be more stricter.
Every class like math . . . go to different rooms.
Go from room to room.
You have hours.
Have to go all over building to get places.
You have to go from class to class.
You don't stay there all day, you go to classes . . . you have to take some classes my friends say.
It's larger . . . more students . . . less teachers for so many students.
There will be homework.
The systems and the ways you do things change.

Work (3) (2) harder (1) better

I'll have harder work.
It'll be better . . . learn more.
At MU you really get pushed . . . they've got tape (?) and teacher says you better get it home.

Choices (4) (3) less (1) more

You have your choice of things like typing and cooking.
It's hard to get in woodworking . . . they don't let you use the tools . . . there's no pottery.
You have to do more things and do it at certain times.
Don't have woodshop.

Peers (6)

Kids are meaner.
Ages 7 to 12 are forced into school . . . that too young, you feel weird . . . it should be 7 to 9 go to open.
Mean kids . . . I've seen the mean kids on the bus . . . some of them beat up the kids on my bus.
The kids will be bigger . . . you go from being the biggest here to being the smallest there.
People get mugged in halls . . . firecrackers blow off fingers. . . that's not good. . . Ishy buses.

Other (2)

Don't know . . . cause haven't been there.
Friends say it's fun.

Of 22 individuals responding to how they felt about going to junior high, 41% expressed somewhat anxious and, 36% expressed positive statements. (See Table 17)

Table 17. - - How do you feel about going to junior high?

Good, OK	(8)	36%
Somewhat anxious	(9)	41%
Don't know	(5)	23%
	(22)	100%

Of the thirteen students responding to queries about their sense of preparedness for junior high, 61% said they felt they would be prepared. (See Table 18)

Table 18. - - Do you feel you will be prepared for junior high?

Yes	(8)	61%
No	(5)	39%
	(13)	100%

TUTTLE CONTEMPORARY SCHOOL

I. Activities and Involvements

Thirty students, ages 8 to 12, randomly chosen, were asked to describe their activities and involvements at Tuttle. Although there are differences between classrooms, major similarities emerge characteristic of the Tuttle program.

One of the most interesting questions in this open-ended interview was the first question, which asked children to describe their day. The interviewer encouraged students to be specific and give examples through asking them to give examples of the kinds of things they did when a child responded "we do math." The interviewer probed to find out student and teacher inputs (if this was not clear) through asking how projects got started or who decided what activity would occur. Each school was characterized through the child's verbal painting of how he/she saw his/her day and was analyzed through examples and general characteristics which emerged for that particular school.

First, two typical and fairly complete descriptions of the day from the point of view of the child follows. Probes from the parent interviewer are in parenthesis. The verbatim comments of students are included to explain how the major characteristics of each school emerge from the child's description of his/her activities.

Children describe their day:

Sample interview C

"Take attendance, see who's here. Go to reading. Write on small boards, spell words,read words. Go to work book, read in book at our desk. Reading games. Read it first, if too hard, go corner. If can read it, can stay in it, pass that one and go on. After that go back to class, have law book. It's like a work book about law, then we go to gym. Play floor hockey, go to gymnastics, then other things (not all on same day, though), then come back to our class. Then we have math, then if done quick we have science. Do stuff like multiplying. Teacher gives us four problems, then we do them and come back and she gives us four more. She decides. We work with batteries and hook it up. We'll go to something else later. Lunch. Recess. (Play King of the Hill.) We come back in. Teacher reads us a book to whole class. After, everybody gets own book and read until school's out. She tells us to get a book that we can read. We choose but have to pick one we can read.

We go to other room and do language. Tell about Indians and stuff. Might go to woodworking . . . make anything you want. Sometimes we go to pottery. Teacher decides, eight or nine at a time."

Sample interview D

"Go to reading. Leave room. Go to 202. Have books, gives us sheets of paper to read and work sheets. Sometimes we listen to a tape. Go back to room and do spelling papers, gives us words to spell. Work on the newspaper, cut out articles, find if there is more and put the clippings in a book. Math. Sometimes we have math games. Work from a book. Meeting in the morning first. We share things then. Go to library, woodworking and some pottery. Sometimes the teacher reads a story."

From the 30 students' descriptions, the school day is divided into time periods for specific subjects (math, reading, etc.) and specific time periods for activities such as gym, woodworking, pottery. Gym is scheduled regularly for the entire class while other interest centers have quotas from each room (eight or nine) and do not occur as regularly.

The student spends most of the day with a single teacher, while some classes team for some subjects (social studies, reading groups) at certain hours of the morning or afternoon. Other adults teach pottery, gym and woodworking also.

The students mention groups generally in connection with ability groups in reading, morning discussion meetings, and special interest classes (such as Hot Dogs and Spinach, a creative expression class).

The predominant materials resources used in math classes are texts and workbooks, with mention of the computer math center where some children go on a regular basis while other groups are scheduled by rotation. Math games are mentioned as resources usually used when work is completed. Some comments indicating the nature of math activities and resources are:

"Class has same book . . . copy books and write answers . . . copy from math book. Tests--computer tests. Times . . . (means multiplication) . . . we multiply . . . divide. Teacher tells us what to do. Work from a book. Sometimes we have math games. Sometimes we color purple sheets. When we do it together, the teacher calls it "talking" time. Make up own math problems if we want to."

Reading occurs at a scheduled time, and sometimes as an optional activity. Group work in basal texts and individually done workbooks were mentioned most often as the "reading" resources with the teacher directing the course of study and meeting with reading groups. Some comments about reading are:

"If I don't have nothing to do, I'll do my spelling or reading, play games (chess, Candy Land). Teacher gives assignment and we read mostly silently then do workbook pages. Stay in room--two groups--gives assignment to one and works with the other. Have a reading book and get sheets to work. Have a time in which we can read whatever we want. Teacher gives you a book and you read it every day but Tuesday. I go to different rooms to read (special reading). Have workbook with program on it . . . I do coloring in it . . . cross out things that are right or wrong. In units, we read about Ice Age, assigned by teacher. Read sometimes alone, sometimes together, get together afterwards and compare answers."

A variety of other resources were mentioned as a part of the entire language arts program such as:

"Keeping a journal or diary . . . creative writing . . . class newspapers . . . writing letters . . . listening to tapes . . . clipping activities from newspapers . . . have mailboxes . . . handwriting cards and practice . . . spelling . . . reading poems . . . silent read-ins (individuals choose a book and read) . . . library books . . . contracts (individualized activities negotiated with teacher)."

Children describe getting special help in another reading room, having reading groups elsewhere, going to the library or attending a special group called Hot Dogs and Spinach.

Hot Dogs and Spinach is described as a special group for reading and creative writing. Some students were not sure what the criteria for membership was. Some said they were chosen by the teacher if they got their work done,

others perceived that good readers went to this group. The students involved were very positive about the dramatics and creative writing activities done in Hot Dogs and Spinach.

Teachers' and students' roles

Students indicate that the teacher determines the subject matter and activities for the class or a combination of ability grouped students, and sets the nature and sequence for the day's activities. The teacher is generally described as responsible for choosing students for special interest groups, some centers, and classroom activities. Comments concerning the teacher's role are:

"Teaches us much . . . tells stories sometimes and reads story . . . puts things on the board we're supposed to read . . . gives us assignments . . . she picks out . . . tells us what math to do . . . do just what teacher tells us to do . . . when we don't have anything to do the teacher gives us something--like handwriting, gives us assignments on board . . . gives rewards--buttons, prizes, privileges . . . ask her for help if don't understand it . . . picks who will "contract" in reading . . . helps us in little groups . . . tells us to write a fifty word story . . . reads words and we spell them."

When students were asked "When you need help, what do you do?" they mentioned teacher and aides as the most frequent source. Other students were also often mentioned as a source of help. (See Table 19)

Table 19. - - When you need help, what do you do? (30 students, 74 comments)

Teacher	(28)	38%
Principal	(6)	8%
Aides	(14)	19%
Support staff	(5)	7%
Peers	(14)	19%
Books, machines and other materials	(7)	9%
	(74)	100%

The student's role emerges through mention of picking out books in library, choosing some activities in gym, giving each other spelling tests and helping younger kids (second graders/kindergarteners).

They mention some choices in centers, and having differential access to some of the centers:

"We go to gym four days a week . . . I miss gym because of band . . . school . . . we used up our pottery time in the fall . . . we are divided in three groups for pottery and go when our time comes, which is about once a year."

Student interaction is mentioned most often at recess and lunch, during teacher directed groups, movies, class singing, spelling tests and free time gaming activities.

Students mention games, choosing own seat, babysitting with kindergarteners, working in office generally as privileges which they earn through completing work or good behavior. Free time for games, reading options, and drawing occurs after assignments are completed.

Other subjects and activities are often mentioned as a part of the day such as science (batteries, microscopes), social studies (law, Indians), singing, drawing. Recess is mentioned as a time when children play, see their friends, run and are active.

Other activities and involvements

In addition to describing the events and involvements of the typical day, student responses to other questions indicate other ways of perceiving and valuing the activities at Tuttle.

The most frequent responses concern special activities and groups which were scheduled for some students or classes (Hot Dogs and Spinach, going to computer, some kids do contracts, different reading groups). Other responses mention that some children have other privileges, different behavior or

prefer other recess activities. (See Table 20)

Table 20. - - Are there some things other kids do that you don't do?
(23 students made 30 comments)

Yes	(23)	77%
No	(7)	23%
	(30)	100%

Activities (18) 60%

Some of the boys go to the computer and use the math computer (4).
I'm not on computer now.
Every other week they go to Hot Dogs and Spinach Group (6).
Hot Dogs and Spinach. I'll get my turn soon. Teacher picks them if they like to read or something.
It's the other way around. I get to do things others don't. It's what you're interested in.
Different reading groups (2).
Some people go to teacher for special work (2).
People who are really bad go to special work (2).
People who are really bad go to special groups.
Different classes like ear checking.
Some are joining a Valentine group.
One boy working on a science project.

Peers (4) 12%

They won't let me play everything. If I'm playing and someone else comes, I must leave.
Fight. I like to argue but not beat up kids. Kids hurt people. Boys do that.

Privileges (3) 12%

Some babysit kindergarteners if you get your stuff done.
Like when games are being played, we can't play unless we do our work.
We want to do woodworking, but ran around in halls, so we can't go, so we have to write sentences 100 times.

Other (5) 17%

After-school programs (2).
Recess (3).
Tires and swings are boring. Play King of Mountain, play on hills of snow when aide isn't around. Some come in building at recess. I was just in woodshop.

When the students were asked if there was something they wanted to do that they hadn't done, 66% (20) replied Yes 33% (10) replied No. (See Table 21) Sixty-five percent of students' comments mention activities which they wanted to do more frequently such as computer, art and pottery. Some activities

such as computer, Hot Dogs and Spinach are perceived as places to go when work is finished. When asked how they could do these things, it was not always clear how students were chosen, or what the criteria were for membership.

Another group of comments (25%) indicate that some additional privileges or options were desired such as choice of seat, more library and game time and helping in office and kindergarten.

Table 21. - - Is there something you want to do that you haven't done?

(20 comments by 20 students)

Yes	(20)	66%
No	(10)	33%
	(30)	100%

Activities (13) 65%

Use the computer if I get my work in first and stuff. You win a button if you get it right. Nothing if you get it wrong.
Go to computer more.
Math puzzles. Some are hard, I don't want to get it wrong.
Hot Dogs and Spinach (2). A place you go when you finish all work, creative writing, you work on own.
Go on field trips, haven't yet this year.
Woodworking--crossed my name off because I got in a fight.
Have gym twice a day.
Go to pottery (3) some days after school.
Make something in pottery. Don't know why I can't go.

Options/privileges (5) 25%

Can't sit where we want. I want to sit alone but can't. We get three chances every month (upper limit on infractions). If you get three you go back to your assigned seat. If I don't get them (three infractions) I can sit where I want.
Lots of games. Are more fun than work.
Go to library and take a book I'd like.
Babysit kindergarteners.
Help in office. Like to do it more often.

Other (2) 10%

Long break. At least for an hour.
Had a chance to be elected, but blew it by ten votes.

Students generally interpret the things they "can't do" as certain behaviors which are contrary to the rules or norms, such as running, fighting and throwing snowballs on the playground. (See Table 22) They generally respond that rules for disruptive behavior are sensible and needed: however, some of the rules concerning expectations and behaviors are not entirely supported.

Desiring to go to certain activity centers more often or having the option of other activities is also mentioned 25% (8).

Table 22. - - Are there some things you can't do? How do you feel about not being able to do those things?

Behaviors	(22)	65%
Activities/options	(8)	23%
Don't know, no response	(4)	12%
	(34)	100%

Behaviors (22) 65%

No kind of hill, no tennis shoes outside. I like to slide on the hill better.
Can't run or scream in hall (6) throw snowballs, can't spit, kick. Glad.
No fighting (3), (kids) can't give out tickets, only big people (teachers and helpers) when they see you doing something bad like swearing.
Rules. We have charts all over. No throwing, spitting, swearing. Seems like sensible rules, just too many charts all over.
Play around in bathroom. It's fun, I do it anyway.
Go around to store. Like to be able to.
Can't leave lunchroom during lunch, get out of seat without raising hand. Don't like to raise hand to get out of seat. I feel stupid if I have to go to bathroom.

Activities/options (8) 23%

Can't go to computer center until it's our time again. Makes me mad because I like computer. That's OK I have other work to do, I'll get another chance.
Can't play with dolls. Unhappy.
Don't go on as many field trips as other rooms. I don't really care what we do as long I get a good education.
I'd like to cook. Wish we could have it here.
Can't play games if work isn't done. I really don't care. I try my hardest because some people are better than me.
Can't play stadium game. Shelf with games is little. Few games. I don't know, kind of mad.
Take down plants. Put a record on in the library. I feel good, then the boys don't have to do that much work (girls do this).

Don't know, no response (4) 12%

When asked if there was anything girls could do that boys couldn't do, 80% (24) responded no, (discounting separate bathrooms). The examples of the seven who responded yes were mainly tasks that girls could do that boys couldn't (or didn't), 20% (7):

"Girls can take plants down--teacher thinks they are real gentle. Girls go to hallways to make something for teacher. There are things, but I can't think of any now. Gymnastics for girls."

II. Student Satisfaction with School Experience

Table 23. - - Do you like school?

Yes	(25)	84%
Ambiguous	(5)	16%
No	(0)	0%
	(30)	100%

Yes (25) 84%

Yes, a lot.
Because I can learn things, my friends go here, too.
Yes. I would have gone to Marshall this year, but my sister talked me into repeating a grade. I didn't want to go to 6th grade anyway because at Marcy they don't teach you nothing. Tuttle teaches you how to read fast.
It's fun, learn lots, friends here. When I'm at school I don't have to work at home. I don't like to do work at home. I don't like vacation. I'd sooner be at school.
Yeah, I love it!
Yeah, it's O.K.

Ambiguous (5) 16%

Hard decision. Like a little, dislike a little.
So, so (just shook her hands).
Sometimes I do.
Yeah, it's all right, but they just got too many rules in this school.
Not so much.

As can be seen in Table 23, all the 8 to 11 year old students interviewed at Tuttle responded that they liked school (84%) or liked it fairly well (16%). They expressed general satisfaction with the nature of the

program, the variety of activities, the personnel and the learning which occurs through curricular activities such as reading, math, science and social studies.

Several questions that the interviewer asked revealed the nature of their satisfaction and some of their major criticisms.

When asked what they liked to do best, many students mentioned a series of "bests" such as math, reading, gym and woodworking. (See Table 24) Forty percent of comments indicated that math and reading and other subjects were fun and interesting. Twenty-nine percent mentioned that gym and woodshop were fun, a place to be active or choose. Games and drawing (art) were also frequently mentioned as favorite activities.

(Table 24 follows)

Table 24. What do you like to do best in school? (30 students)

Subjects	(14)	40%
Centers/enrichment	(10)	29%
Other activities	(12)	34%
Total comments	(36)	103%

Math (6) 17%

Math, I like when you can do things (multiplication).
Math - it's fun.
Math and art (M) working together with other kids from block. (A) like to draw things.
Math is my favorite thing. When tired of math, play games.
Math because I like to learn how to do problems, so when I grow up I know how to do my problems.

Reading (5) 14%

Reading. Reading stories in the book and when done, read a book of own from library or bring from home.
Reading and math. I just like to read.
Read, poems and riddle stories.
Reading. I like to read. I like everything in reading. Fun and easy.
Reading. Like to read science and chemistry books. I'm going to be a scientist.

Other subjects (3) 9%

Social science, studying about pioneer days, watch TV in social science.
Social studies. Studying different tribes of Indians, etc.
Science. You don't have to work so hard and it's funner, using telescopes.

Gym (6) 17% Woodworking (4) 12%

Gym. Lots of fun stuff. It's the only place you can run around, get a break.
Gym. I like to play on mats and do acrobatics.
Gym and woodshop, because it's funner there sometimes.
Hot Dogs and Spinach and woodworking.
Gym or woodshop, recess and eating.
Woodshop. Help people making things.

Other activities (12) 34%

Drawing because you don't have to work so hard.
Art. You get to cut and paste. Math. I just like it.
Drawing horses, things like that.
Having recess. Feel better outdoors. Only get 15 minutes, want more.
I like everything, mostly, probably art. I like to draw and do creative things in your room.
Games and stuff, every kind.
Friday's best because that is a game day. Like art, too.

Since children visit various other places in the building, students were asked to name their favorite place and the reasons for liking it. Centers such as gym, woodworking, pottery and library were mentioned most frequently 67% (22). (See Table 25) Some centers have different functions for the students aside from the activities that happen there. Gym was mentioned as a place where they were permitted to run around and play, woodworking and pottery were places to make and create things as well as a domain where they could choose activities. Library was a favorite because of the quiet atmosphere and books that were there.

Students also mentioned their room, places in their room or another room where they spent time. They liked the kinds of activities done there, the opportunity to interact with other children, be alone or help.
(Table 25 follows)

Table 25. What is your favorite place? What kinds of things make it your favorite? What do you do there? (33 comments)

Centers/Resource rooms	(22)	67%
My room/or other room	(6)	18%
Other	(5)	15%
	(33)	100%

Centers/Resource rooms (22) 67%

The library (4). Find animal books and learn things on own. Learn a lot from books. I'm a book worm . . . I sign out a lot of books. It has carpet, sit down and read, a little quiet corner for two.

Pottery (3). Make pots and sell. It's a small place . . . I feel good there . . . because we can make things. We get to make things and no one tells us what to make. Get to use wheel and sometimes make something the teacher tells us.

Woodworking (8). Always have something to do. We can make anything we want. Make stuff for holidays. Like to build things (2). Saw wood, sand stuff, make machine guns, racing cars. Get to get out of school. I can make so much . . . feel fine . . . make all kinds of toys, boxes.

Gym (7). Get to run around, play (3). Like to go on trampoline and do flips. Can run and jump, can't in classroom. Only place you can run around and get a break.

My room/or other room (6) 18%

Babysitting kindergarteners. We get to take them down to gym. Makes you feel older.

My room. All the things we do there--our reading, law program, math.

Whistle seats, because they're soft, daydream (supposed to read).

Reading, because I like to read the books and do the work.

Kind of when I'm alone--open space, round table, sit-upons. I can be alone and have quiet. I do math, read, art, cutouts.

Clubhouse. Talk about stuff. Play games. Just talk about lots of stuff (no specifics).

Other (5) 15%

Halls. You don't have to do work in halls. I don't like to listen to stories, rather be out in halls.

Lunchroom. Can play jacks, visit a bit and there are chalkboards.

Girls bathroom. Go in there when you're sad and discuss things with my friends, without a lot of other people.

Playground. I like being outside, out on the jungle tires . . . playing tag . . . run around and jump off tires.

Central Park. A little square of tables, flowers, fountain around by gym. It's outside and inside (boarded around) . . . quiet . . . we play quiet games . . . sort of like a field trip . . . a special treat.

When asked what they liked about <u>being</u> at Tuttle (rather than what they liked doing), students responded with affective and program statements that reflect the shared values at Tuttle. The most frequently mentioned aspect of being there was that they "learned a lot and liked to work." Some placed their school on a continuum where teachers are "stricter and therefore you learn more." They also mentioned contentment with the students, teachers and staff that they interacted with during their day. They mentioned liking the activities there, particularly as they related to increasing their learning and providing special groups and privileges for some children. Rewarding positive behavior and achievement are values which are expressed throughout the interview, and are also occasionally subject to criticism, particularly when that individual has been excluded or negatively reinforced.

Table 26 -- What do you like about being here?

Math/reading	(3)	9%
Centers (gym, wood, pottery)	(3)	9%
Variety activities (games, things we do)	(5)	14%
Nice People (teachers, friends)	(8)	23%
Learn/work	(11)	32%
Other	(5)	14%
Privileges		
Close to home		
Big building		
	(35)	100%

<u>Math/reading</u> (3) 9%

I like reading and math. (Why) When we do have nothing to do, I like to read or do my math.

<u>Centers</u> (3) 9%

Gym, running around and playing games, math.
Computers, woodworking, pottery, library, a lot of good things here. Best school I've ever been to.
I like the gym and woodshop and pottery.

Variety activities (5) 14%

Playing games.
The things that they do. Interesting field trips like to Star and Trib.
That they have so fine woodwork and so big gym and that we can eat in lunchroom. In (C) we must eat at our desks.
It has fun things. When you learn something, I'm happy because I learned it and I didn't know it before and you learn about life and stuff.
You work in groups. It's easier because if teacher asks a question someone else can answer it. You learn that way. Good principal. Do interesting things, special opportunities i.e. after school activities. Special groups for smarter people and not so smart ones. You can learn from friends.

People (8) 23%

It's nice. Lots of nice people, friendly.
I like teachers. Teachers are all right. Some are kind of mean. Principal's all right. Other schools don't care what you do, like at Marcy or Pratt, they let you run around.
My teacher. She's nice.
Lot better than any other school I've been going to. The teachers are nicer.
Friends, teachers. I like to learn. Student council - the president is in my room.
All my friends are here, but some take buses and I can't see them. Nice teacher.
Be with my friends.

Learn/work (11) 32%

I like to learn.
Learn a lot. Better than sitting at home.
Fine because I learn more here.
You learn faster than the Marcy kids.
I like to learn. In some schools the teachers aren't too strict and the kids don't learn. I like to learn mostly everything.
You learn things. Things I didn't know before. It's fun to get out of the house. Teachers are nice, so are kids.
The work that you get. You get a lot so you get used to it. That they give you a lot of work.

Other (5) 14%

Get to pass things out. Sometimes get to be the mailman in our room.
We can come right into school.
It's a big school. Ours in (out state) was only three rooms.
I like being here because it's close to my house. It's not like Marcy.
I like the school hours. They get out earlier and it seems shorter, library hours.

Students were also asked "What don't you like about being here?" Eleven or 35% of the students replied that they liked everything, or disliked nothing. The major criticism involved kids fighting, and aggression toward peers (7) 22%. Another criticism was of the lunchroom rules, and there was some discontent with teachers giving special privileges or differential enforcement of rules, (7)22 %. (Table 27 follows)

Table 27 -- What don't you like about being here?

Kids fighting	(7)	22%
Subjects	(3)	9%
Rules	(7)	22%
Other	(4)	13%
Nothing	(11)	35%
	(32)	101%

Kids fighting (7) 22%

Kids fighting.
Some of the kids aren't very nice. Have to have their own way.
Easy, fighting, whole bunch of people fight.
Getting hurt, kicked in nose once, pushed off a hill.
I don't like when they start fights or else my Mother will make me go to another school.
People push off hills and hurt.
Kids try to beat you up.

Subjects (3) 9%

Don't like math here.
Don't like math, spelling, studying.
Reading. I can't remember everything I read, we get so many questions from the teacher, I feel I must copy someone else. Handwriting and spelling. I like spelling a little better, but the crazy questions.

Rules (7) 22%

When teacher gets mad at one kid, whole class gets it.
Teachers sometimes give special privileges to some kids. Seems unfair. Kids that aren't so smart get by with doing less work. Can't run in the halls or throw snowballs.
Can't wait for friends at their door, gotta go outside.
Yes, they're so strict. If you miss one step you get a ticket and you have to go to rules class.
When you're in the lunchroom, the aides and teachers don't let you use the lavoratory.
All the rules. They got all kinds of them, like having to raise your hand when you want to talk or have your pencil sharpened.
Sometimes I just don't feel like coming. We have to do things we don't want to do. (Don't feel like coming to school at all or don't feel like coming to certain classes.) Just to the ones I don't want to do.

Other (4) 13%

Patrols are too slow.
The play yard. No swings. I don't like to climb.
Lunches. Sometimes they're not done and the bread gets in fruit.
The principal. She is so mean, "an old bag."

Nothing (11) 35%

Nothing.
I don't know.
Hardly anything. Nothing, really. I like everything here.

When asked, "What would you do if you were in charge?", (21) 75% of the students had suggestions or criticisms. (See Table 28) Most frequently they suggested that they would assume the role of authority and stop aggressive sutdents' behavior toward each other, usually through stricter enforcement of the rules. Half of the statements about rules (6) expressed dissatisfaction with the existing behavioral codes or ways in which rules are enforced . . . these students suggested different or fewer rules. Another area in which students mentioned changes that they would sanction was in the realm of having more option, or privileges. These students responded that they would relax some of the limitations on their personal choice by allowing students to go to the bathrooms when they want, certain games, sit where they want, go to the center of their choice and stay longer. (Table 28 follows)

Table 28 -- What would you do if you were in charge here?

More options/activities	(6)	22%
Rules	(11)	39%
Other	(4)	14%
No Change	(7)	25%
	(28)	100%

No change (7) 25%

I'd mostly keep it the same - wouldn't have new breakfast program.
I don't know. Like it the way it is.
Wouldn't change a thing.
Just keep it the way it is.
I'd be just the same way as iether the teachers or principal.
I'd probably leave it the way it is. I'd make sure we all got our lunches.
I can't think of anythings I would do differently, maybe I would do some things differently.

Options/activities (6) 22%

I'd let the kids use the toilet.
(Laugh) I don't know. Take out as many books as you want in library. Let everyone go to anyplace they wanted, like computer and photography.
Let everybody sit where they want. Let them bring the book that they want to. Let them get a drink when they want.
I'd let them play football and king of the hill and get a pool.
Good question. Send everyone to gym, go to library and check three books out.
I wish they'd make library an hour. I'd improve the hot lunch.
(Smiles.) I don't know. Wouldn't have to go outside to wait.

Rules (11) 39%

Went here cause it was close. Change rules, can throw snowballs but not at anybody. Ticket system--have 3 tickets--not given fairly.
Stop the fights. Change nothing.
I'll make them mind the teacher. Move. The kids not fight the teacher back or I'll suspend them. I'll whip them.
Make different rules.
Make rules so people won't get hurt.
Make some rules. No pushing kids off the tires or hills, or running in halls. Try not to get too many kids in trouble. Try to get to know the kids. Try to meet the kids at the beginning of year.
Not much anyone can do. Pretty hard to get rid of kids and their bad habits. Things I want to change are pretty hard to change. Those bad kids, they try to change them with rules, class, give tickets, etc. Aides should pay closer attention on playground. Two are good, two are always together and don't see things on the other side of the playground.
Make you be able to run in the halls and throw snowballs outside. Get better aides. If there's a fight on the playground they just say "stop" but don't break it up.
I'd leave. Not so many rules.
Some big kids trip little kids. I'd make them stop. I wouldn't make girls sit by boys if they didn't want to.

Other (4) 14%

First thing I would get a car and get some candy from the store.
(Be serious.) I don't like the principal. Kick the principal off her job. Don't like. She tells me what to do all the time.
Close up the school because kids don't like school.
Make a big play yard.
Have best school I could, good kids ... wouldn't try to suspend them ... but...

III. Awareness of Differences between Schools

When asked how other schools they had attended were different from Tuttle, 16 out of 30 students responded. (See Table 29) The most frequent response indicated there were different personnel, kinds of activities, resources, or use of space. Half of the comments about other SEA schools (4) mentioned different program expectations (open school, if you wanted to work you could, can go whenever you want) while half mentioned activities and physical plant differences. Note that 47% of the students did not respond. (Table 29 follows)

Table 29 -- How was the school you used to attend different from this one?

No response (never attended other, don't remember)	(14)	47%
Out of town	(6)	20%
Other Minneapolis	(2)	7%
Pratt	(6)	20%
Marcy	(2)	7%
	(30)	100%

Out of town (6) 20%

They had bigger building, not many dictionaries.
Didn't have woodworking, pottery, math center, not as big library, rooms smaller.
They are about the same.
Very small. Had three grades in each room.
We didn't have big tables, we only had little desks. We didn't have a lunch room, but we ate lunch at our desk. We got writing books, but we don't have that here. We only have papers.
They didn't use math books till the middle of the year.

Other Minneapolis (2) 7%

Didn't have tickets. We learned paper mache there.
Had different teacher. They wouldn't let you run around.

Pratt (6) 20%

Pratt has fewer rooms and kids.
Pratt (Free) walk by teachers and she wouldn't even tell me to go to room. You can go home whenever you want to. If you get mad the teacher tells you to go on.
Didn't have gym.
They had activities in the middle of school.
Pratt wasn't as strict. Rules are different, no running. Can stay in for first recess at Pratt, not here. Teachers are different. Some are really nice, some are strict.
Teachers nicer here. Just one teacher I didn't like at Motley. Pratt gets more recesses.

Marcy (2) 7%

Was open school. If you wanted to do some work you could, if you don't you didn't have to. My sister goes there and she isn't as smart as me.
First 2 years of school when there were boring. I wanted to go to Tuttle where I can do more things.

When asked specifically how Tuttle was different then other SEA schools, the general impression from 10 respondents was that other schools let students do what they want and consequently didn't learn as much as at Tuttle. Some mention of different rules and activities was made also. The different values of the program were expressed by children who made some inaccurate statements but were expressing a valuing of learning, order and obedience. (See Table 30 below)

Table 30 -- How is your school different than other SEA schools?

Nature programs/structure	(10)	35%
Kids' behavior	(2)	6%
No answer	(6)	21%
Don't know	(3)	10%
Same	(2)	7%
Other (resources)	(3)	10%
Space	(3)	10%
Total comments	(29)	100%

Nature programs/structure (10) 35%

Marcy they just get to play. They don't teach you anything.
It has so many rules.
Yes, Marcy goes to a different class during the day. They start at first class then go to another and go to first class just before they leave.
They don't have same rules, same things on playground.
Here you have to go to class and you learn more than where you don't have to go to classes.
Pratt OK, Marcy open school. Do little get to pick what they want. Free School OK. Pick one thing you want to do all day, have to do it quietly.
Some are free schools like Pratt and they're not learning much like us.
Other schools (Marcy, Pratt) don't work in groups or classes.
They teach you more here. Here you have to do what they tell you. There you don't have to do what they tell you. Marcy is not different. Pratt I'm not sure about since I've never heard anything about Pratt.
Can't think of anything. A little like Pratt. Free School you can do most of things you want to do. Some kids don't want to learn. They won't be smart when they grow up. Here the teachers call your mother if you don't want to learn, so you have to.

Space (3) 10%

It's different. Too many kids, almost 1000 kids on our bus. I'm crowded.
Bigger library.
Bigger, more room.

Other (3) 10%

Books different than other schools. Books here have easier words than Jefferson.
We have pottery and woodshop.

The students were asked if they had ever considered changing schools and (7) 23% responded that they had considered Marcy, Pratt, (or Marshall-U for 6th grade). While 54% had never considered changing, they are aware of the option as well as program differences (Tables 29,30 & 31) Some statements seem inaccurate in terms of stated program goals and are partially due to the fact that only 5 of the 28 students had visited other elementary alternatives. In addition, the 5 who visited had visited the closest school (Marcy).

Table 31 -- Have you ever thought about changing schools? Which one?

Yes	(7)	23%
No	(16)	54%
No comment	(7)	23%
	(30)	100%

Boarding school.
Any brand new one. Don't like so many kids.
Marcy. (2)
Marcy, Pratt, Marshall. (one student)
Marshall.

Most students (63%) mentioned they discussed school with a variety of friends from different schools, community people and family (Table 32). Generally they discuss the content of the day, "funny things that happen" or explain their program to siblings and other SEA school kids.
(Table 32 follows)

Table 32 -- Do you talk to people outside school about things you do here? Who? What kinds of things do you talk about?

Yes	(19)	63%
No	(11)	37%
	(30)	100%

Yes (19) 63%

They say dumb things like somebody's ugly or not nice.
Yes. I talk to friends. I like it here.
Lots of my friends and my "big brother." He goes to high school. He asks me how do you like school. I tell him I like it.
Friends say they only play at Marcy.
Yeah. Friends from school ... Field trips ... what doing in gym, how much exercise we get a day. My mom. Like got an A in reading, am the best kid in school.
Yeah, students. My friends, who will go to other schools. Tell them what rules are and ask what they have for rules. Brother, cousin. Different things, sports. Tell them about mine and they tell me about theirs.
Yeah, my best friend. Different room, same grades. What we did for the day or what we are going to do the following day. My parents.
Friends, when I get 100 on a test. Funny things that happen. Parents, my work, what I get right, what I get to do and go on a field trip and stuff.
Yes I talk to people from Marcy about our school. They come and say that Marcy is better. I don't care about what they say. They're only bullies. They are really people who like trouble.
Friends. Fun things I do, nice things the teacher does, fun things.
Sometimes, if I might have a hard math assignment, talk to kids in her group, ask her if she gets it enough, she says she is not telling or to ask the teacher.
Yes, I talk to my neighbor. He says they have less hours.
Sometimes teacher at Marcy and others come to ask.
Sister and brother liked it. Brother-in-law went here, too. All liked it. Friend in first grade doesn't know much about schools.
My friends talk about gym (school friends.) Talk over phone about how's school (general talk).
Yes, friends from Marcy, math, reading, etc. Nothing really.
Talk to family, older friends, what we did when we're gonna have stuff like talent show. I'm in patrol and I get to work in the office. People say must be a nice school. They want to send their kids.

When students were asked "What do your parents say about school?", 67% of them perceived that their parents were very supportive of Tuttle's program, the way the program defines learning, its proximity to school and the variety of activities. (Table 33) When students were asked how they felt about their parents' attitudes about Tuttle, they were generally in agreement. (Table 34) (Tables 33 and 34 follow)

Table 33 -- What do your parents say about school?

Supportive	(20)	67%
Criticism	(4)	13%
Other	(6)	20%
Total comments	(30)	100%

Supportive (20) 67%

I don't know. Mom likes it. She forced me to go. Will my Mom see this?
Like it. Big library. Want me to go to a school close to home.
I don't know. Ask me what I do. I think they like it.
They like it. Good rules. Learn a lot.
Keep on going. Best school to go to. Learning to read faster, better math.
It's OK. I don't talk to Mom about school because she gets worked up. I don't know why. Yes, she likes the school.
This school is closest and it's a good school. "You guys got a nice pottery room and a nice woodwork room."
If I tell them what would happen they say they should not do that. They like this school. They like waht I am doing.
They like it. When I came to Tuttle I didn't know how to read and teacher taught me to read.
Say I learn here.
They're glad you learn things they didn't learn. They're amazed.
I don't really know. When I talk about leaving, they say it's a good school, stick with it.
They like it, actually I don't.
OK. Mom's happy, Dad is, too.
They like it. They don't like free schools and they like the ideas the teachers have.
Nothing really. My Mom says it's nice. They say at Pratt it's not a free school. My Mom wouldn't want me to go to a free school like Marcy.
They think this is a nice school. The teachers are friendly. They like us going here. We're more safe.

Criticism (4) 13%

My parents, they aren't teachers. It's stupid that we can't get books and we don't get homework (seemed tired).
I don't know. Well, they don't like the lunches. The lunch is so rotten here.
They say I might go to Marshall. There are too many fights here and not so many there.
Mom says teachers mean. They say I better be learning something. They wouldn't make change.

Other (6) 20%

Don't say anything.
I tell my Mom things. She just listens but doesn't say anything.
First day of year wants me to get best education for the whole year so I don't flunk.

Table 34 -- How do you feel about what they say?

OK/fine	(20)	67%
Disagree	(3)	10%
Don't know	(4)	13%
No response	(3)	10%
Total comments	(30)	100%

OK/fine (20) 67%

I'm proud of them. I like that fact that they like it.
I like it because we are all happy with the school.
I like it a lot because when I get good grades she's alwys proud of me.
I'm glad they like the school.
Kind of good for me and sad for them (because I have better opportunity then they did).
I feel good and agree with them. The buns are too soggy and oily peanut butter is all.
I feel good cuz they say good things.
I think they are right.

Disagree (3) 10%

Makes me mad. I wanted to go to a brand new school.
Mad because I don't want homework.
Sometimes I get mad and I think it over, they're right. I hate changing to different school. Too much trouble.

Don't know (4) 13%

I don't even know why they picked this school.
I don't know. I didn't like Pratt myself. Some of the doors would be closed and I would have to walk all around the school.
Don't care.

Perceived Differences in Junior High

Nine Tuttle students are generally looking forward to junior high with confidence, anticipation and positive expectations. When fifteen 10 and 11 year olds were asked, "How do you feel about going to junior high?", they most frequently responded with positive anticipation (60%) (See Table 35 below)

Table 35 -- How do you feel about going to junior high?

Positive	(9)	60%
Negative	(4)	24%
Don't know	(2)	13%
	(15)	100%

Positive (9) 60%

Kids tell me it's nice and I would like to go there.
OK.
Exciting.
Pretty good.
I want to go. Others I've talked to like it - older friends, brothers, sisters.
Going to be fun. I get to go out for lunch.
Kind of happy, get to change classes more often. I like that.
I want to go to see what it's like.
I can't wait to go. Don't know why-because there's big kids instead of little.

Negative (4) 27%

I don't like it.
I will go. Have to. No way next year.
Rather have Tuttle add grades.
Kind of scared because my sister says that kids pick on new kids coming in.

They mentioned that they expected junior high to have a different kind of program and lunch schdule, less helpful teachers, and different friends. (See Table 36)

Table 36 -- Do you expect junior high to be different? How?

Structure	(3)	20%
Teachers	(3)	20%
Lunch	(2)	13%
Peers	(3)	20%
Other	(4)	27%
	(15)	100%

Structure (3) 20%

Different work. Different classes, experiences.
Can get lost in school if you don't know where you are going to different classes.
Don't get recess.

Teachers (3) 20%

They'll give you work and they won't have to help you.
Teachers won't be specific. If you don't understand they won't explain. They'll just give you an "F".

Lunch (2) 13%

Don't have to eat lunch at school.
Going home for lunch.

Peers (3) 20%

Different friends.
Lots more people there.
There won't be little kids running around and you have to be more mature.

Other (4) 27%

It doesn't seem no different from other schools. I just don't want to go.
Yes, I don't know- "bigger".
You can go to McDonalds or whatever and you can drink between classes.

Most of the 13 students responding felt adequately prepared for the work in junior high. (See Table 37)

Table 37 -- Do you feel prepared for junior high?

Yes	(9)	69%
No	(4)	31%
	(13)	100%

Getting my work in more often, cause I am behind. I have to go to patrol.
Some people think I'm in the third grade. When I get to Marshall, they'll think I'm in fifth. My brother visits in summer and he thinks I'm still in third grad (he's 18). He tells everyone I'm in third grade.
Kind of afraid-because the other kids always test to see what you are going to do.
A little bit. I have another year here. In sixth grade, they'll do things so we'll be more ready. Here we're getting more male teachers. We have two now to help us get ready. Two ladies got pregnant.

FREE SCHOOL

I. Activities & Involvements

One of the most interesting questions in this open-ended interview was the first question, which asked children to describe their day. The interviewer encouraged students to be specific and give examples through asking them to give examples of the kinds of things they did when a child responded "we do math." The interviewer probed to find out student and teacher inputs (if this was not clear) through asking how projects got started or who decided what activity would occur. Each school was characterized through the child's verbal painting of how he/she saw his/her day and was analyzed through examples and general characteristics which emerged for that particular school.

First, two typical and fairly complete descriptions of the day from the point of view of the child follow. Probes from the parent interviewer are in parenthesis. The verbatim comments of students are included to explain how the major characteristics of each school emerge from the child's description of his/her activities.

When asked, "Describe the kinds of things you do here," children describe their day as:

Sample Interview E

"We have tablets for our classes, we write in there what we're gonna do and that's what we do. We do that again at 12:00. Reading, math, writing, science, gym, shop, free time. Go on field trips, camping. Going to Florida in March to see Everglades and aquarium. (2 weeks) Visit places and camp . . . going to see because people might not ever get to go, so now they can. We went to Washington last year. Reading . . . I read about animals, that's what I'm interested in. I have to go to one room with Lynn and I read, write . . . math, read newspaper. I go there and read a book, pick my own. Some kids that need help . . . math, times, (multiplication) we have math sheets and special writing books for math and writing. We go on field trips on Thursdays. We have classes, watch movies sometimes. I read most of the time, take photography . . . take pictures and develop . . . get a camera . . . we're responsible, use it til our film is gone and then return it so someone else can use it. We have this music teacher . . . my friend is privileged and can use the drums and things."

Sample Interview F

"Art projects (easel painting, play dough, bread dough) . . . lot of kids like to draw . . . big sheet of paper for everybody to do a picture together . . . tissue paper, water. Shop . . . woodworking class, afternoon and morning shop. At morning shop can work on what want to. Afternoon I'm making a crank. Morning work on puzzle, etc. Music . . . with teacher . . . recorders and drums with rhythms. Some people do math upstairs . . . work in workbooks or do out some problems, play hangman on computers or games. Math here on Monday and Friday . . . rest of the days do reading, work on workbook, play math games, Friday going to Rick's room for game day. After finished lunch there's open gym to play in. Thursday and Friday do pottery, work on wheel, handmade things. Reading . . . usually read, work on my book that I'm writing about "puppy and boy" . . . play reading games. Monday and Friday clean out our cubbies and take home things don't need. Record discussion, listen to record and look at pictures Tuesday and Thursday."

The major characteristics of student descriptions of their day is their individualized daily schedule, movement throughout the building, variety of options and activities, and contact with a wide range of adults and peers.

The daily schedule is established in terms of morning activities and afternoon activities and some scheduled times (such as art and gym). The various rooms where students go generally have quiet functions or activity and creative expression functions. Leona's room is a combination media center/quiet projects room which is frequently mentioned. The science room is often mentioned as a place to hold animals and look at experiments and displays.

The primary students do most of their reading, math activities in their room; however, some children go to special reading help or to the middle area, which is predominantly the 9 to 13 year old area to do some of their work. The middle students (9 - 13 years) talk about the middle room as a home base for meetings.

The most frequently mentioned math resource is workbooks and doing problems, which are done at a specified time, usually begun at nine in the morning and worked on as part of the child's individualized schedule

during other times which the child determines.

The teacher determines the kinds of math activities and resources through assignments and contracts. Friday is often mentioned as game day for students, when a variety of math games are played. When math assignments are finished, games are also available. Other math activities mentioned include computer and puzzles.

Reading is frequently mentioned by all students as an individual activity. Students generally choose their books and read in a variety of places throughout the building and during various times of the day. Younger children mention getting individual reading help from their teacher. Some go to the SLBP teacher for reading help.

Reading communication and language arts is mentioned more frequently in students' activities than math, which is generally more specifically scheduled, teacher-directed and evaluated.

Other activities frequently mentioned are field trips on Thursdays, science, photography and group meetings to talk about rules and schedules. Activity centers such as going to pottery, gym, woodshop, group art projects and tutoring younger children are also frequently mentioned.

Role of Teachers & Students

The teacher role is described in terms of assigning math work, offering a variety of activities, helping with reading and other needs, directing students' learning, doing activities with children in activity centers (e.g. gym).

When students were asked, "Where do you go to get help?", they descrite a wide range of contacts which elucidates the role of adults at Free School. The most frequent response is the principal, who is spoken of on a first name basis and as a friend. The second group most mentioned is peers, and teachers are ranked third. (Table 38 follows)

Table 38 -- Where do you go to get help?

Teacher	(6)	22%
Principal	(10)	36%
Aides	(2)	7%
Support Staff	(3)	11%
Peers	(7)	25%
	(28)	100%

Students generally mention a range of choices which are available in writing their daily schedule, such as open times for gym, movement throughout the building during certain times, voting on gym games. They express a general sense that they are expected to be involved in activities throughout the day.

There are some differences between students in their perception of their role in choice making. Some students mention being able to "pick our own stuff" and go "Wherever we want," others mention fulfilling obligations first, and having limitations on where they can go (secondary classes, occupied classrooms) and having very little free time. This depends greatly on whether the child spends most of his/her time in the primary or middle room and what the adviser negotiates for the child's individualized schedule.

Other Activities/involvements

Students mention other ways of describing the nature of their day when asked, "Are there some things other kids do that you don't do?" Seventy-five percent (12) students say there were some activities other children do that they don't do, such as field trips, science and shop. These differences are expressed as student's personal preferences rather than privileges. Others comment that some kids' behaviors, such as fighting, were things some kids didn't do. (Table 39 follows)

Table 39 -- Are there some things other kids do that you don't do?

Yes	(12)	75%
No	(4)	25%
	(16)	100%

Activities (6) 50%

Yeah. Science. I don't like to go there.
Shop. I do most of the other stuff.
My friend gets to go to music when the guy comes. I don't since I played last year . . .
Yeah, French.
Yes, I don't go to gym all the time.
They go to science sometimes and I usually don't.

Field trips (2) 17%

People go on field trips but I usually don't. I could if I wanted to.
I wanted to go to Pinnochio. I didn't like not going.

Behavior (4) 33%

No, 'cept some kids smoke.
Run in the halls and get in trouble. Fight.
Kids will grab your lunch and eat it or bully kids.

When asked "Is there something you want to do that you haven't done?" most students responded, "No" (10) 63%. Those who had comments suggested scheduling more time for an activity (music, gym, read more) or scheduling an activity they hadn't done recently. A few commented that they would ask teachers to find out how they could do these activities.

Table 40 -- Is there something you want to do that you haven't done? (How could you do this?) (10 comments by 6 students)

Yes	(6)	37%
No	(10)	63%
	(16)	100%

Activity (4) 40%

Read more.
Harder books.
Take a French class (that's for secondary kids). Don't think they'd let me . . . have to ask.
Make a rug when finish my scarf (don't want to start two things at once).

Field trip (2) 20%

Going to Shrine Circus. Teacher may let us go.
Go outside more.

Center (4) 40%

Go to music twice instead of once a day.
Go to music.
Bigger photography room.
Go to music (I go to my classes, but can't play drums like another kid).

When asked if there were different things boys and girls could do, most students mentioned separate gym classes for boys and girls. Some said they could join the opposite sex's gym period, others said they couldn't. (See Table 41) Separate classes were initiated in the fall to encourage girls to learn the games and build gym skills. The staff has considered this a period of encouraging female students to learn how to play and now are reinstating mixed classes since confidence and interest levels have risen and skill levels are more equal between boys and girls.

Table 41 -- Are there some things only boys can do?

Yes	(7)	44%
No	(9)	56%
	(16)	100%

In boys' gym, no girls. (5)
Morning gym. Girls can't come in.
Maybe some things in gym that boys could do better.

-- Are there some things only girls can do?

Yes	(11)	68%
No	(5)	32%
	(16)	100%

No. Boys can't go to women's class.
No. T. doesn't like us to be sexist. She always says that.
Yeah. They play with hoola hoops at gym.
Girls gym, everyday at 1:00. (7)
Gym, they get to do gym. They come to boys' gym. After boys' gym the girls take over the gym. Girls get trampoline before boys. They get gymnastics. Boys don't.
There is a girls' gym period. I don't like to come in boys' period. I could if I wanted to - some do.

Rules and norms

Students responded that there were certain activities and behaviors that they couldn't do. (See Table 42) Running in halls, fighting, going into secondary rooms or other busy places were most frequently mentioned.

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When asked how they felt about not being able to do those things, they replied, "It's OK," 75% of the time. Twenty-five percent (4) of the students criticized the rules or restrictions on certain areas of the school (lounge, secondary). (See Table 43)

Table 42 -- Are there some things you can't do?

School norms	(12)	39%
Behavior	(18)	58%
Ability	(1)	3%
Total comments	(31)	100%

Some rules . . . no running in the halls (7), no free time . . . got to be in a room at all times.
No running in halls but we do.
Can't move equipment from one room and put on stage because Latch Key might get hurt ... can't have knives ... have this room be a lounge any more.
Quite a few . . . like run, jump, spit and whole bunch of other stuff that's hard to think of.
Can't bring pets without permission.
Steal things, bring in snow.
Can't go to French or Yoga because that's for secondary.
Swear, beat up kids.
Not supposed to fight (3) . . . list of rules up there.
Smoke (2), hang around halls.
Go in middle room if they are doing something important.
Nothing can't do here that you can't do at another school. Can't go into math and scream and like that.
In science, ain't so good, can't go in girls' gym, secondary (3).

Table 43 -- How do you feel about not being able to do those things?

OK	(12)	75%
Criticisms	(4)	25%
	(16)	100%

Some OK's (12)

It's OK, I don't really need free time.
Don't smoke, so don't care.
Good, because we sat down and made those rules.

Criticisms (4)

. . . put you out of a game for swearing. Dumb.
I think the staff and the kids should have a lounge together, cuz they get one room and if we want privacy we have to go to our room where everyone is.
Makes me mad (can't go to secondary French and yoga). I could tell them but don't think theyd let me in.
I want to run in halls.

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II. Satisfaction with the school experience

At Free School 16 students who were ages 8 - 11 were interviewed (about two-thirds of the entire age group of 8 to 11 year olds). One third of those interviewed were eight year olds who are considered primary; the rest were "middle" schoolers (9 - 11 years). Fourteen students indicated they liked school, none responded negatively. Two students were positive with some reservations, and therefore placed in the "ambiguous" category.

Table 44 -- Do you like school?

Yes	(14)	88%
No	(0)	0%
Ambiguous	(2)	12%
	(16)	100%

Some yes comments (14)

Yeah. A lot. I miss it during the weekends.
Yeah. I love school. It's the best school I ever went to.
Yeah, I like it a lot.
Uh huh. It's fun.

Ambiguous (2)

Oh yeah, I like it. Sometimes I don't cause kids bug me.
Yeah, it's all right.

When asked, "What do you like to do best?", students mentioned activity centers most frequently. (See Table 45) Gym and shop comprised 52% of comments. Other areas were identified, such as, I like to do things in Leona's room (media/quiet creative arts) or science room. The subjects of math and reading comprised 21% of the comments. The activity and the place were somewhat inseparable, as many students identify a room as the place where certain sets of activities occur. (Tables 45 & 46 follow)

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Table 45 -- What do you like to do best? (17 students)

Gym	(9)	52%
Shop	(3)	
Science	(2)	8%
Reading	(2)	8%
Leona's	(2)	8%
Math	(3)	13%
Other	(3)	13%
Total comments	(23)	102%

Gym. We learn a lot in gym and we get exercised. We're really physically fit. (4)
Gym, maybe drawing. In gym I like to play all of the games. I like to draw.
Shop. Make wooden stuff. Lots of fun to use the machines. I like what I get when I'm finished. I can make gifts. (2)
Leona's room - girls' gym. (2)
Math. It's fun.
Music - guitar.
Reading. All different kinds of things.
I like science, girls' gym and math. I like science best.
Science, reading, shop, gym.
Play and learn - spelling.
All the same to me.

Table 46 -- Where is your favorite place? What makes it your favorite? What do you do there? (17 comments from 16 students)

Middle room	(2)	12%
Homeroom	(1)	6%
SLBP room	(2)	12%
Science	(3)	18%
Leona's room	(4)	24%
Other	(5)	29%
	(17)	101%

Middle room (?)

Middle room . . . the newspaper office in middle room, can sit, talk, draw, have fun.
Maybe teachers, I don't know. We play games, talk, draw.

Homeroom (1)

Play games and blocks . . . it's just fun.

SLBP room (2)

Where I read. Makes me want to learn so I can get educated.

Science (3)

We hold rats, have rat contests.
Lots of neat things ... snakes and fish ... see movies ... look around ... read.
I know what I like . . . if I want to be a scientist, I'll know what it's like ... if I didn't have it I might not know.

Leona's room (4)

Can do so many different things (sewing, reading, games,drawing, makeing books, collages).
Make rugs and things.
Quiet there.
Always quiet, something to do, no one bugs you, sewing now.

Other (5)

On steps outside door . . . sit and talk.
Gym . . . I like going to play hockey.
Lounge . . . I like to come in the lounge after lunch and no one else is there.
Bed in (T) room because it's comfortable.
Big shop for older kids, neat equipment.

When asked, "What do you like about being here?", more philosophical and affective statements were made than when students responded to questions about what they liked to do. Comments such as, "You don't have to sit in desks," and, "You have more choices," depicting a valuing of personal freedom were frequently mentioned. Other values depict school as an interesting place to do things, learn things,and be with friends.

Table 47 -- What do you like about being here?

Friends	(2)	15%
Structure	(4)	31%
Variety/resources	(4)	31%
Other	(3)	24%
	(13)	101%

Better than most schools, more choices, you don't have to sit in desks.
You don't have to go to certain classes.
You usually have a choice.
Better than other schools. I don't like sitting at desks and all that.
I'd rather be more open. You get to say what you want to say.
Principal.
All may friends. (2)
I like to see all my friends here.
It's not boring, always something to do.
Learning. The things I can do, the places I can go and stuff.
The stuff ya do.
Not as strict as other schools, better, don't have to sit in desks.
Not boring. Always something to do.
It's fun.
Reading.
The fun in learning.
Lot more freedom. Go to classes without schedule every day.

Sixty-Six percent (10) of the students had some criticisms about school when they were asked what they didn't like about being at Free School. The most predominant comments concerned not liking the fighting and bullying between kids (32%). Some of the teachers were criticized when they were in disciplinary roles, and the lunch program received some criticism. (Table 48 follows)

Table 48 -- What don't you like about being here?

Students who critcized	(10)	66%
No dislikes	(5)	33%
Total students	(15)	100%
No dislikes	(5)	33%
Teacher	(3)	14%
Peer problems	(7)	32%
Lunch	(3)	14%
Other	(4)	18%
Total comments	(22)	101%

I don't like it when the teachers get mad. And I don't like the lunches. They get pretty bad.
Bigger kids take off with little kids' hats.
Things get stolen.
Bigger kids watch you, then take what's in your locker.
. . . and . . . beat me up.
Some kids harass me. Doesn't happen often.
Don't like the lunches.
The kids like . . . I wish he was kicked out. He always bugs me. He'll come and push me against the wall. Lots of kids feel that way.
I don't like Latch Key.
Math, reading, hard stuff.
Cause sometimes teacher is mean.
Getting b----- out by the teacher, yelled at, when do something bad.
Don't like lunches.
Test in gym to see if I had scoliosis. (Scared me.)
Running a lot.
Nothing. (5)

Students' perceptions of the authority roles and norms of the school appeared through responses to, "What would you do if you were in charge?" Fifty percent of the students had comments. Some recommended some kind of changes in the scheduling and the variety of activities. Better enforcement of rule-breaking behaviors such as running, smoking and misbehavior was also suggested. The paradoxes of rule-following and rule-breaking behavior in terms of personal freedom are apparent in wanting no smoking but the privilege of having a smoking lounge, or displeasure at teachers yelling yet suggesting that this same behavior would be used if the student were in charge. Students throughout all the elementary schools seemed to reveal another dilemma: displeasure with peer interaction problems, yet no solutions other than what they know to be. The universality of student concern with peers probably reflects age-related developmental issues which are operating in conjunction with the schools' norms concerning peer interaction. (Table 49 follows)

Table 49 -- What would you do if you were in charge?

Comments	(8)	50%
Same, no change	(8)	50%
	(16)	100%

Activities/options * (11)

Make there be a smoking lounge.
Get a bigger playground.
Kids and staff share lounge.
Have Latch Key be in one room not all over.
Let both boys and girls share gym and trampoline.
I'd try to get some better lunches.
I'd stop this girls' gym - boys' gym stuff.
Get another teacher in Math.
I'd make it richer - the school doesn't have enough money.
A few more gym periods.
More science and shop and less math.

Rules (8)

No running or smoking in the halls.
If I heard so many reports of _____ _____ I'd kick him out.
Not allow them to smoke cause it pollutes.
If kids run in hall, I'd make them sit two hours in the office. If they did something good I'd say "good work." If something bad I'd scream at them.
I'd make sure everyone followed rules . . .
Tell kids not to run around. Especially the boys; chase all the girls.

No change/keep same (4)

Do the things (teacher) does.
If I were the woodworking teacher I'd watch kids cuz ya can get hurt.
I wouldn't be in charge cuz it would be too hard.
Help people with reading.

* 23 comments were made by (8) 50% of the students interviewed.
Some had more than one response.

III. Awareness of difference between schools

When asked, "How is the other school you attended different than Free School?", all children had some recollections from other city schools, Minneapolis or SEA schools.

The strictness of the rules and lack of choices was the most frequent comment concerning most of the other schools in and out of Minneapolis.

(Table 50 follows)

Table 50 -- How is the other school you attended different from this one?
(16 students - 17 comments)

Other cities	(8)	50%
Other Minneapolis	(4)	25%
Marcy	(2)	8%
Pratt	(3)	12%
	(17)	95%

Other cities (8) 50%

Had to do a lot more work. Like instead of gym we'd read a real thick book. We had gym once a week.
Awful. The teachers ripped your hair out and threw you around. They were always pushing you around. Kids didn't get to say anything.
Here you can go to the bathroom without a teacher guarding the door. They're not always bossing you around. You're not sitting at a desk all day. Rules are different in each school.
Other school has grades, lot like sitting in desks. Didn't have other choices.
You had your teacher and everyone had to take things at the same time.
Couldn't pick your own stuff. Teachers pick what you have to do.
You don't choose classes.
Has desks. Have to take naps.

Other Minneapolis (4) 75%

Really strict there, had to go to all your classes.
That was pretty good. Better than O. Just like regular school. You had to do the same things as other kids.
Had to sit in a desk and raise your hand to say something. Five menutes of recess then go back and sit in desk. (I think at a strict school you probably learn more.) Kids here can do five minutes of work and leave. Can't smoke there (can here).
Things you did. They were elementary schools, this one isn't. O. had to write certain things down, line up in lines, nothing much else.

Marcy (2) 8%

Never did nothing. Just run around.
More rules. I don't know. I just think they have more rules. Stricter. Make you do stuff.

Pratt (3) 12%

Was a rough school. Had to do everything with a teacher.
Pratt they don't let you do what you want to. Kids are too busy. Don't have enough free (time?)
Don't sit in desks all day. Have to walk slow and sit in classes.

When asked specifically how Free School was different from other SEA schools, students most frequently mentioned different procedures and activities, different norms and expectations and more freedom of choice.

Table 51 -- How is your school different from other SEA schools? (16 students)

Structure	(12)	66%
Other	(5)	34%
	(17)	100%

Structure (12)

No desks.
Don't sit at desks.
Don't raise your hand.
We can pick.
Yeah, like I think it's different from Pratt. I think it's because we have primary, middle and secondary. They just have rooms. I think in Pratt they have math in one room and reading in one and we have all sorts of different things.
Others have a daily schedule. Here you don't. Here you make out your own schedule.
Marcy had more classes, like after school gymnastics. Tuttle is sort of like other schools - grades and class and more structure.
Kids run around a little more.
This school has more reading - other schools have more math.
It's not a real structured school. (Free)
Yeah, I just think it's different.
. . . Tuttle is one of those strict schools. Pratt is almost like this, they have a bigger area to play in . . .

Other (5)

Some people speak different languages.
Different lunches.
We do more stuff.
Teachers are nicer here.

Students are well aware of the city-wide option to go to Free School, as 12 of the 16 have transferred into Free School.

Seventy-five percent of the students said they never thought of changing schools. This is partially due to the fact that they had already attended other SEA and Minneapolis schools before choosing to enroll. Two students mentioned thinking about changing to another SEA school.

Students at Free School have the option of other SEA schools if they reside in the area, however out-of-SEA residents can, in most cases, transfer only to Free School. (Table 52 follows)

Table 52 -- Have you ever thought of changing schools? Which one?

No	(12)	75%
Yes	(4)	25%
	(16)	100%

Just thinking about it. Youget sick of this school after two years or so.
Maybe go to private school.
Marcy. Decided to stay here. Thought the Free School had more choices. Marcy has confusing recess - different bells for each class.
Marcy. Decided not to (change) because this school got better. We got a better principal. A lot of kids changed. No beating up.

Since most students attend Free School through ninth grade before they consider the option of staying at Free School or transferring to Marshall-U (for part or all of their program), the junior-high questions were not relevant.

Students' Perception of Parent Satisfaction

When the students were asked, "What do your parents say about this school?" they most frequently said, "My Mom likes it" (67%). (See Table 53)

Students felt that their parent(s) were very content with the school. Comments indicated that they feel their parent(s) endorse the philosophy and activities. The three criticisms students mentioned that their parents voiced related to displeasure with lunches, stealing and skills. (Table 53 follows)

Table 53 -- What do your parents say about this school?

Supportive	(9)	67%
Criticisms	(4)	33%
	(13)	100%

Supportive (9)

They like it. If we want to go here we can.
. . . likes it here. Wants me to go to it as long as it's here.
(My Mom works here.) Mostly she likes it.
They like me going to this school.
First time we can here, my Mom said we're staying here. Friends told her Marcy and Pratt were no good.
She likes (Principal, list name) and the teachers and that we can go camping and to Florida this year and choose our own stuff.
My Mom really likes it. She likes the freedom.
They ask me what I've done.
They like it and want to keep me here till I go to grown up school.
They say it's a good school because I like it a lot and I learn.
My Mom says it's all right. I'm lucky to be in these schools.

Criticisms (4)

(My Mom works here.) A lot of stuff has been taken lately.
They just want the lunches and stuff changed. Just like me.
I don't do my reading and she says she might change me.
You should go to a different school cuz you get stuff stolen.

PRATT CONTINUOUS PROGRESS

I. Activities and Involvements

Children describe their day:

One of the most interesting questions in this open-ended interview was the first question, which asked children to describe their day. The interviewer encouraged students to be specific and give examples through asking them to give examples of the kinds of things they did when a child responded "we do math." The interviewer probed to find out student and teacher inputs (if this was not clear) through asking how projects got started or who decided what activity would occur. Each school was characterized through the child's verbal painting of how he/she saw his/her day and was analyzed through examples and general characteristics which emerged for that particular school.

First, two typical and fairly complete descriptions of the day from the point of view of the child follow . Probes from the parent interviewer are in parenthesis. The verbatim comments of students are included to explain how the major characteristics of each school emerge from the child's description of his/her activities.

Sample interview G

"Well we do . . . well first we have math. (What do you do in math?) Well, we have pre-tests. (What are pre-tests?) When you do a pre-test you can get help . . . you raise your hand to get help. In a post-test you should know it. We have laminated sheets . . . these little things. You don't write on it with pencil. (What's on the laminated sheet?) Like problems you had on pre-test and post-test, if you do bad, like five wrong, you have to do laminated sheets. (Who decides which laminated sheet you do?) You go the the correcting room if you get a lot wrong. You have to do a laminated

sheet. We have 55 minutes of math I think. (What else do you do?) You have work to do. Some teachers work on workbooks. (What's that?) Pages, you have to do pages . . . we have certain groups, too . . . I F E. (Who decides what group?) When you start out, you start out in the lowest group, work your way up . . . I'm in I, that's pretty good for an 8 year old, did you know that? (What else do you do?) Then we have early lunch at 11:00 . . . isn't that early, it used to be different when we had a different schedule. After lunch, recess, unless it's too cold, like 15°. (What do you do during recess?) We play games. We have stuff to climb on, not like a jungle gym. (What else?) After recess we have gym every Wednesday and some Tuesdays. We have interest group. That's like where you sign up for certain stuff and they last for two weeks. We have a tally sheet. Choices are on it and you take it home and pick your choices 1, 2, 3, 4, 5. (What else?) We have chorus. You have a choice if you want to. (What do you do in reading?) Reading isn't like reading books, but I guess that's how it got its name. We do workbooks, and some reading so it fits its name. (What else?) We also have free choice. I pick Pokino because it's so good . . . you play bingo. (When do you have free choice?) On Tuesday 10:00 to 11:00 every other Tuesday."

Sample interview H

"Math. In IMS we work at our own level, do certain sheets, taking post-test, work at our own speed as far as we can go.

ISR (What is that?) Independent Silent Reading. (How is this done?) You go to the library and pick a book, lots of books in room, too . . . and read. (What else?) Then at recess we run around outside . . . in gym we usually play bombardment . . . then we go to lunch in rooms with aides . . . Heartland is every other week (art) . . . teacher picks out different stuff to do. In woodworking we make anything we want . . . free choice is every

other Tuesday . . . a lady comes around and says what's in each room and fills it up with ten people for one thing . . . Last free choice I made tortillas . . . I usually get my choice . . . Interest groups run for two weeks. They have a subject . . . collage and textures, teddy bear stuffing (at 2:00 to 3:00 p.m.)"

There are certainly differences in the thoroughness of each description--language skills, memories and the ability to define and explain. The developmental levels of children are very apparent and definitely influence the ability to verbalize and the nature of perceptions of school. The reader may want to consider this as children's comments are read. Many students include evaluative comments such as their attitudes toward IMS, a particular center or activity, others maintained pure descriptive statements. Their descriptions were generally provocative and sometimes amusing, as well as descriptive of their perceptions of the school experience.

Pratt is described by 45 children ages 8 to 12 as having certain program aspects which are building-wide as well as certain program aspects which are more subject to the individual style of the classroom teacher, in terms of resources and classroom management.

Building-wide programs which all children participate in on a scheduled basis include "Centers" (Heartland, gym, music, library, woodworking and pottery), Interest Groups (scheduled for several weeks on a certain topic) IMS (the individualized math program), free times, short term group interests, recess and lunch.

The reading program is more dependent on individual classroom and teacher differences in terms of the variety of methods and systems of teaching reading and language arts. The resources and scheduling for social studies, science, language arts and free times often varied according to teachers.

Most students mention ISSR as a part of the reading program: (Independent Sustained Silent Reading). "We mostly read for 15 minutes to start the day out. After lunch we have about a half hour to work on stories and copying stories and after we finish we can have silent reading." Basal readers and workbooks are often mentioned as the predominant resource for "Reading."

Student involvement and choice making are expressed in a variety of domains throughout the program, particularly with reference to interest groups. Some centers and other activities are available after "work is completed", and individual choice of reading material for silent reading is also a widespread option.

Teachers are described as determining much of the ability grouping for the approprate level in math, basal reading series and reading contracts for language arts/reading. They are described in roles of helping, teaching, initiating and determining activities and discussion.

Peer interaction is frequently mentioned in reference to social studies and science projects, interest groups, teacher led discussion, class meetings, and ability grouped reading as well as reading with a friend or helping in math center.

Students work at certain levels in reading and math and progress to the nest higher through individual and sometimes group activities. The students describe a variety of reading and language arts activities during their day. Some predominant examples are:

. dictionary

. reading club--whole group reads with one set of books

. language arts books--contractions, suffixes, on Monday, spelling

. research--The teacher calls a group to read out loud, but don't do that regularly

. we have these books that go by the alphabet "Days and Ways","Each and All." Have to finish workbook and book, then pass to next.

. write own stories, poems--get to pick what want to read--read with other

. reading contracts we read stories the teacher gives us and we have our own workbooks. Have hard words, lots of pages.

IMS, the individualized math program is more standardized across classrooms. Each child progresses through materials individually and is tested before proceeding to another level. Some frequent comments on IMS are:

. "Each kid has his own thing to do by levels, then go the math room if you have any wrong you go get skill sheets to learn how to do them.

. I'm in level 4. If I get pretest I do plastic sheets, if I get them all right, I get to go on.

. I'm on spheres and cones (Geometry level 3).

. I go where teacher thinks I work best (mixed operations, geometry, fractions)."

. Other math activities include math games every other Friday or as a free time option.

Most students describe other subjects such as social studies and science which are regularly scheduled during some part of the day:

. After interest classes I go to science, social studies. In science we do electricity with batteries and bulbs, powder stuff--taste and smell. Mostly work on one project a week.

. In social studies we study how it was in olden days.

. In circle, teacher reads social study cards and explains it.

Other activities often mentioned are the activity centers, where gym, art, woodworking, pottery and music activities take place (library and Castle are included here also as resource rooms).

Students are scheduled to go to these centers on certain days, or sometimes as an alternative to interest group.

Music

--have tablets and pictures, reading music.

Gym

--we play, have fun games. "Elimination," Scooterboard, basketball. Sometimes I sit on the stage and watch.

--we play floor hockey, parachutes.

Heartland

--go make stuff.

--my class doesn't go very often everyone does own thing.

--work on porject assigned in art, after you can go to "stations." The stations are Sand Junction (six are allowed at a time) in the corner are tapes. Peach Valley and the sink (one allowed at a time).

Pottery

--Learn how to use potter's wheel. (We study) one artist for each month and the kind of art they did.

Castle

--Where there's a big castle, little sheets called "I Spy."

--Teacher hides cards with birds. You have to find initial.

--place to go play games. Can play any game you want but you have to finish it.

--If you don't want to go on Friday, you walk around, play games.

Woodworking

--those getting the last pick of interest group get the option of woodworking.

100

Library

--Pick out book, put place saver where took out book. I chose Children's Book of Poems.

--Get filmstrips.

--Watch movies.

--Ten minutes to get books, not much time to get books.

Interest courses are also frequently mentioned as a part of the schedule; They last for a week or two then change.

Students describe the sign-up procedure:

Interest courses--For one week you go to craft, like paper folding.

--First we sign up on tally sheets, send them home and students choose five. You might get the one you want (e.g. computer, Charlie Brown, city planning, Laura Wilder).

--Learn about all kinds of things.

--Teacher makes up mind what he/she wants to do and puts names on tally board.

--If full, you go somewhere else.

--If you forget, you get another one.

--Have a meeting at end of interest group.

Other activities include movies, free choice, job time, free time, projects and morning meetings.

"Every Tuesday there are movies on the top floor. Free choice is same as interest group only classes last for one day (Tuesday). During free time you can do what you want workbook, play house. During job time you help, mostly in math room. Projects recycling cans, making money (often in conjunction with interest group or social studies).

Role of the Teacher

Pratt students have contact with several adults during their day.

The role of the teacher emerges from comments students make about their daily schedule and activities. Teachers are described in a variety of roles as initiators and directors of activities, organizers, helpers. They are described as determining the majority of the content of the school day, what activities are available, when they are done and the sequence of events. Some frequent comments concerning the teacher are:

--Reads stories.

--have to finish workbook and book then pass to next.

--hides bird cards. Have to find initial. (Which bird name begins with)

--read stories teacher gives us (reading contracts).

--do whatever gym teacher tells us to do.

--Who decides?

--teacher decides what to do in dictionary.

--reading: depends on how good we read.

--dictation of sentences to kids.

--takes attendance for lunch.

--Math--goes where teacher thinks works best.

--if need math help, teacher gives number and puts on wooden board.

--teacher writes spelling words on board.

--told to read--no reading books. (Just pick a book)

--reads social study cards and explains it with everyone in circle.

--teacher makes up mind what wants to do in interest group.

When students were asked, "When you need help what do you do?" they responded that a variety of adults and other people were sources of help and interaction during their school day. The teacher (which is several different people during the day) is the most frequently mentioned source of help. Aides and friends were also mentioned. Support staff was mentioned mostly for peer interactions problems and the principal for help with "big" problems.

(Table 54 follows)

Table 54. - - When you need help what do you do? (79 comments from 45 kids)

Teacher	(41)	52%
Office, Principal, Counselor	(6)	8%
Aides	(10)	13%
Support Staff	(7)	9%
Friends/Peers	(12)	15%
Resource Materials	(3)	4%
	(79)	101%

Teacher (41) 52%

Ask a teacher.
Tell teacher when I can't find words.
With math, ask teacher.
If you want to find something in castle, ask castle teacher.
Raise hand and say "Would you help me in math and reading?"
I'm glad she doesn't tell the answer because I like to learn myself.
Take a number in math and go to the teacher.

Office, Principal, Counselor (6) 8%

I go to the office.
Assistant principal.
For big problems, go to principal.
Counselor--he does almost everything, settles fights, decides. (How?)
I don't really know.
Teacher, principal, office.

Aides (10) 13%

On playground, go to aide.
Aides.

Support Staff (7) 9%

Go to coordinator. Most people try to get a bigger person to break up someone who hurts them.
If hurt I go to nurse's office.

Friends/peers (12) 15%

Ask friend that sits beside me.
Ask friends, if they don't know, ask teacher.
OK, as long as you con't copy each other.

Resource Materials (3) 4%

Computer thing in library.
Quiz cards. Machines help you do math.
Books in library. We use card catalogue.
Telescopes help you see things.
Dictionary. We have them in our room.
Use books to find out things.

Other activities and involvements

Students also reveal the fabric of their day when responding to several other questions about their activities.

Students were asked "Are there some things other kids do that you don't do?" (Table 55) The most frequent responses indicate that different children are at different "levels" in math and reading, that some prefer certain activities/centers or are allowed by adults to do different activities (games, going to certain centers less than younger kids, more movies for some). They frequently mention the variation in the opportunity to participate in certain activities which is probably due to differences between individual classroom teachers (fulfillment of assignment expectations) and school-wide scheduling of centers. Math, being a school-wide program, varies less between classroom than other activities, the general difference being different ability groupings for individuals. Students also mentioned that some kids did things they didn't do behaviorally (e.g. breaking rules, showing off, etc.).

(Table 55 follows)

Table 55 - - Are there some things other kids do that you don't do?
(47 comments)

Yes	(39)	87%
No	(6)	13%
	(45)	100%

Activities (13) 28%

Chorus (1) 2%

I don't go to chorus. I hate it. I signed up last year. I didn't like singing for our parents; you had to know songs by heart without sheets and I didn't know any by heart.

Woodworking (3) 6%

Go to woodworking. Doesn't like it.
Woodworking for only 12 kids.

Gym (1) 2%

Sit on the stage during gym. I don't, because I like gym.

Interest groups (2) 4%

Other interest groups.

Castle Room (3) 6%

Sometimes in castle younger kids do sheets and they're really fun and the big kids can't.
Sometimes castle room.

Library (3) 6%

Library aide, jobs.
Help in audio-visual.

Subjects (9) 19%

Reading (4) 9%

Each group does different things. Some are harder, some are easier according to your level.
Program reading.
Some kids do other readings. I think I like mine better.
Some kids get to read any books instead of their work books.

Math (4) 9%

I never choose chess, math games.
Geometry.
Do his own math, others don't.
Usually higher math skills. I'm kind of low.

Science (1) 7%

Some go to science. She doesn't go. She doesn't know how they decide that, but she doesn't like science.

Other (14) 30%

Geometry, sculpture, crocheting.
Draw a lot.
Ice skating.
Go swimming.
Work on special projects. Going to places
Down in lower lever some feed animals and water plants. Some clean rooms. They don't do everything. Upstairs we do everything.
Rooms have different schedules.
Build fort.
We don't do reports.
Other level gets movies in hall--we don't.
More movies.
Play ball at recess.
Some go to different rooms for lunch, some classes stay in room for lunch.
Others get to play games. Me and my friend don't get to because we get more time to work so I get work done.

Rules/Behavior (11) 23%

Fights.
Some kids get beat up by bigger kids.
Steal food.
Start fights.
Beat kids up.
Kids get beat up.
Run up and down hall when they should be in their room doing work.
Run away and skip school.
Show off to make others laugh.
Like to start things.
Boys don't let you play in their games.
Lots of things I don't do sometimes.

Students were also asked "Are there some things you want to do that you haven't done?" (Table 56 follows) The most frequent responses relate to more field trips, more activity center time and having other options. Field trips, involving recreational sports, are the most often mentioned requests, such as cross-country skiing, horseback riding and hiking. Other requested activities are more scheduling of pottery and certain kinds of interest groups. Some of these activities are mentioned as things that they did not have time to do or access to (the activity had reached an attendance quota).

Table 56 -- Is there something you want to do that you haven't done? (How could you do this?) 26 comments from 25 students

Yes	(25)	57%
No	(19)	43%
	(44)	100%

Field trips	(9)	27%
Centers	(7)	27%
Activities (interest group)	(8)	31%
Other	(2)	8%
	(26)	101%

Field trips/out of building (9) 35%

Cross country skiing . . . they did it once but we can't.
Go swimming, camping.
Go snowshoeing.
Down hill skiing.
Field trips . . . go to veterinarian college.
Go on a field trip.
Horseback riding.
Biking . . . last year only 8 year olds could go . . . this year only 7 . . . I don't get to go.
Go up on tower hill . . . did last year, but not this year.

Centers (7) 27%

Would like to go to pottery. Didn't have time last time--would like to go now.
Kickball.
Pottery, photography, skating. Just find someone to teach. Never had interest groups--groups were full.
Pottery--only 8 kids get it. I usually miss out.
Pottery.
In library she (librarian?) shows films, and I would really like to choose a book, but don't have enough time.
Having better art class.

Activities/choices (8) 31%

Interest group(s) (2)

Quilting as an interest group or macrame.
I would like to (teach) interest group, but I haven't got around to it yet. But I don't feel I can do it yet. (Why?) I don't have enough materials or plans. (Which one would you like to teach?) Magic.

Other activities (6)

Have a money maker to make $1000.
I'd rather have more things to do, boring, not always boring, but not much to do.
I wish they had a pool table.
Want to play games against other rooms. We don't do that a lot.
I want to learn audio-visual.
Sneak out of school.

Other (2)

Lunch Room

I want there to be a different little lunch room for kids and then we have recess inside when it's cold.

Recess

Have recess inside when it's cold.

When students were asked, "Are there some things you can't do here?" they generally responded with the specific rules of the school or behavioral expectations from their teachers. (Table 57 follows) Rules most often mentioned were running in the halls, recess rules such as throwing snowballs, lunchroom procedures, general classroom behavior (making noise, screaming, causing trouble, throwing things).

Half of the students responded to how they felt about not being able to do somethings. Most of these students felt that the rules were OK or necessary. About half of the students made comments concerning how they felt about the rules. Some responses (9) 37% indicated that some rules were not necessary or fair or that they limited students. (Responses included in text of Table 57)

Table 57 -- Are there things you can't do here? How do you feel about not being able to do those things?

Yes	(44)	93%
No	(4)	7%
	(48)	100%
Feel OK about it	(15)	63%
Critical	(9)	37%
	(24)	100%

Comments concerning things one can't do:

Rules	(63)	84%
(Recess) (15)		
(Lunchroom) (5)		
Other	(5)	7%
	(68)	101%

Rules (63)

Run in the halls. (15)
I want to run.
Wish we could.
Good rule.
Don't care because it's fun.
Fight, beat up people. Last week I did because he pushed me.
Teacher always had dumb rules.
Not being pencils in cube so nobody will write on cube.
Never get time to talk to friends.
Can't make noise very much. (2)
Run in street, go in teacher's desk. I think we shouldn't do them.
Leave room without permission. (2)
Scream across room (2), make noise, bread rules.
I don't care, don't usually do them.
Not bad, good idea, I like rules.
Can't go in teachers' lounge (2). It's all right with me.
Can't break rules (2), climb on lockers, throw clay and stuff. Happy.
Can't go to bathroom without writing our names on the board, make Chinese firecrackers.
Don't like bathroom rules.
Have to keep on time for schedules.
Can't bring pencils into castle.
Can't light fires, do cap pop. We sneak outside and do them. I like cap popping, they don't hurt you. I don't want to do fire.
Can't go out in hall.
Not really . . . have rules like ordinary rules for every school, no running in halls, little things like that. They don't really seem like rules. Most of the time it's no big thing.
Not causing trouble for kids or teacher, like running in hall, throwing things, yelling across room.
We have rules, can't walk on tables or stand on chairs, that's the part I hate. I like to walk on tables.
Can't go to woodworking without shoes, walk around in socks. I feel good about it.

No. I can do just about everything except going outside when you please. If everyone did those things the school would be a mess and kids wouldn't learn anything.
I can't go and watch movies cause I'm being punished for hitting.
Can't make nothing good in art. No art materials. No art worth making.

Recess (15)

Can't go off playground or to store.
You can't stay out for recess.
Can't throw snowballs. (7)
Need a note to stay in. It's OK.
Can't go beyond fences without permission. Only go to lunch, recess. No gym if grounded. I don't know, I was mad, all I was doing was talking. We vote on. I agree, grounded for breaking them.
Play tackle football. Mad, used to be able to.
Take bats and gloves and run away with them. That's OK (rule).
Can't go to recess sometimes. Makes me a little mad.

Lunchroom (5)

Can't go to different room to eat.
After lunch if room is open, you're not allowed to go in. Don't care, but some want to stay int.
Can't eat when I'm hungry.

Other

Can't say what you think. Teacher says you can't get smart with older people (I don't think it's fair).
Can't do something when I want to.
Can't go to pottery very often. Never go so don't know.
Goof off, our teacher decides what goofing off is.
I think all our teacher says so, too.

The students were also asked, "Is there anything boys can do that girls can't do? Is there anything girls can do that boys can't do?"

The majority of responses (46) 84%, said that there were no differences in the things girls or boys could do, or that everyone got an equal chance.

Some girls and boys talked of different kinds of behaviors and activities which were exclusive to boys or girls. When asked if boys (or girls) could do these things they responded yes, but they chose not to or didn't know why.

Some of these behavior were:

play cars
play sports
make clubs (football, won't let girls play)
do thing better, like climbing
pick on girls, bully
make girls laugh
jump rope
play jacks
do puppet shows
make up clubs that boys can't join
yes, but don't tell us what they are

The responses of children revealed more about their role stereotypes than the opportunities that they had, as they did not respond that there were many limitations placed on them by someone else (other than peer pressure perhaps), rather that boys did certain things more than girls (or vice-versa) but could do "girl/or boy" things as they wanted to.

There were seven responses (16% of students) that related to differential treatment:

girls get to go to library more often, go in higher groups.
when girls play around in math no one stops them, boys get stopped
student teacher has us choose boy and girl captains
some in higher groups, girls get to go to library more
girls clean out dead fish, boys don't have to
girls' day only girls go in circle, boys' day only boys
girls' interest, gymnastics, women's history

II. Student Satisfaction with the School Experience

Table 58. - - Do you like school?

Yes	(38)	84%
No	(3)	7%
Ambiguous	(4)	9%
	(45)	100%

Yes (38) 84%

The reason I like it is that I get a lot of education.
Last year I didn't. This year I do.
Gives me things to do.
Yeah, sometimes, like when I'm in a good mood. When somebody's gonna beat me up I don't like to come to school. I have a lot of friends. We beat each other up playing, really sometimes.
Yeah, but I don't like coming on the bus and walking five blocks.
It's OK. I won't scream if I have to stay home and if I go to school, it's OK.

No (3) 7%

Can't stand it.
Have a bad day.
When I get sent home. I get sent home a lot for yelling at teacher, because she told me to do something. Fighting. Kid came up during recess and said "Do you want to fight?" "No, cause I don't want to get sent home." Guys throw me around then kid twisted my ankle. Put snow in face. When recess was over came up to my locker and hit me, so I fought. Being impossible, teacher tells me to do something and I refuse.

Ambiguous (5) 11%

For some reason I do and for some, I don't. Do--free time. That's when I like it. Don't--in reading. I don't like that much.
So-so.
I don't like social studies. Like gym, woodworking, castle, maybe, Heartland. Rather come to school than stay at home, though.
It's fair.

The majority of students interviewed (84%) responded that they liked school.(Table 58 above) When asked specifically what they liked about school the most often mentioned categories were the variety and kinds of activities, certain subjects, positive feelings about human interaction (teachers and friends) and the sense that they were getting a good education (learning).

Forty-two percent of comments related to subjects while 31% of comments related to activities such as sym and pottery, woodworking, free time. A sense of contentment with the people at Pratt, both peers and staff (19%) was another frequently mentioned response.

Table 59 -- What do you like about school? (Representative comments from 98 responses of 45 students)

Learning	(8)	8%
Subjects/activities	(41)	42%
Other activities	(30)	31%
People	(13)	13%
Other	(6)	6%
	(98)	100%

Learning (8) 8%

That you learn stuff that isn't so hard for you if you have two big people to help you.
Learn new things.
Learn a lot of stuff.
We have fun sometimes. We have tests and it's good learning.
Learning things. Discover things I never knew.
Fun to learn a lot.
Seem to learn a lot.
Get a lot of education.

Subjects/activities (42) 42%

Reading (3), spelling (2), math (6)

Math, just like it.
Sometimes it's really simple and you do it really fast but if it's hard you get help . . . but you have to figure it out yourself.
Like math because I add good.
Figuring out problems . . . math's fun.

Other activities (30) 31%

Most of interest courses are fun, playing clarinet.
Go to interest group to tie dye.
Interesting things.
Playing in the morning.
Games and chess.
Woodworking and pottery, free time, Hartland, Castle (2).
Woodworking, making things out of boards and cut them out.
Library and games.
Library. Get to choose own books.
Get to go swimming twice a month.

Gym (9)

I like going to gym and stuff like that.
We do relays and stuff. Swing on ropes.
Tennis.

Free Time (4)

Free choice. Pick anything you want every Tuesday . . . get out early Tuesday.

Friends (7) 10% Teachers (6) 9%

Making lots of friends.
Friends are here.
More friends than at ___, pays attention, never listened at ____ (doesn't know why) not fight here.
I think it's a good way to meet friends.
Talking with my friends.
Like having my friends around. Having fun, don't mind working. Brings back memories of last year. A boy finally moved, and everyone was happy.
Nice rooms, nice teachers.
The teachers and things they do.
They take things away from you to keep you well and out of trouble.
We have a nice teacher.
I like seeing my teacher.

Other (6) 6%

Recess (2)

Play with sister.
Only have to go out and come in, but don't have to do anything else.
During recess.
Really like to go outside.

Walk to school (2)

I think it's like my other school. It's closer, so I can walk.
Walk, not bother with busses.

Program (2)

It's not just one grade, mixed up.
I like that you work at your own level (except never see friends who are on a different level).

When asked what they liked to do best, they responded with activities and subjects, while philosophical and affective statements about Pratt were more frequently expressed in response to what they liked about being at Pratt.

Reading and math were the most frequently mentioned subject activities and various "activity centers" were also frequently mentioned such as gym, woodworking and Heartland. In general they like the work, the play, and the variety of activities. (Table 60 follows)

The students were also asked, "Where is your favorite place?" "What kinds of things make it your favorite place?" and "What kinds of things do you do there?" (Table 61 follows) Of all the comments, the most frequently mentioned place was gym and the home room (or place they spent the most time). Gym emerges throughout the entire interview as a place where the students can play, run, be with friends and be noisy. They frequently mention wanting more gym and more gym facilities.

The homeroom is mentioned as a place where there is a variety of activities to do, lots of peer interaction, choices and the place where favorite activities such as subject matter (reading, math) take place.

Table 60. - - What do you like to do best?

Subjects		(24)	39%
Math	(6)		
Reading	(14)		
Writing	(1)		
Science	(1)		
Social Studies	(2)		
	(24)		
Activities/Centers		(28)	46%
Gym	(13)		
Hartland	(3)		
Pottery	(1)		
Woodworking	(3)		
Library	(2)		
Interest group	(4)		
Free time	(2)		
	(28)		
Work	(2)		
Recess	(2)		
Other		(9)	15%
		(61)	

Subjects (24) 38%

Math (6)

Math. We're measuring things (2).
Math. I understood it best, have trouble with English.
Math. It's better than reading because have to take spelling tests (in reading).

Reading (14)

Reading paperbacks I bring from home.
Reading, gym or Hartland. Those are my three favorite things.
Reading is fun, I guess.
Reading. I just like to read.
Mostly reading.
Reading, pick my own books to read.
Reading contracts.

Writing (1)

Writing is fun. He gets ideas and puts it on paper.

Activities/Centers (28) 44%

Gym (13)

I like to go to gym to play games.
Gym and castle. They're fun. You don't have to work, can be in room.
Kick ball, football.
Gym (2).
Gym. We get to play basketball.
Gym. I think I like to have exercises, but in recess you can do anything. But I like to do what they pick for you.

Play games. Basketball and stuff. Shooter basketball is fun. We won today.
Gym, floor hockey.
Gym. Fun. You do different kinds of things.
Gym, play most of the games. I like bombardment--basketball.

Hartland (3)

I like to go to Hartland and make fuzzies--little things you make our of yarn--wrap yarn.
Hartland--art. Want to be an artist when I grow up.
Drawing. I draw anything I can think of.

Pottery (1)

Woodworking (3)

Go to woodworking all the time and pottery.
Have patterns, like airplane. Have sample, trace on wood, cut out, nail together.

Library (1)

At library time we get to choose our own books.

Interest Group (4)

I'm making a green rug in interest group.
Watch movies in hall and in room and in interest group.
Interest group. Change every two weeks.
Interest Group. You get to pick. You might get something you're really interested in.

Free time (2)

Play during free time.
Free time, that's good. That's when we can do anything. You can do reading if you are behind. I'm behind--way behind.

Recess (2)

I like to play with my friends at recess.
Play jacks at recess time.

Work (2)

Work. Making contracts and reading.
Do work, like reading books.

Other (9) 15%

I don't know.
Play with clay.
Watching movies in hall, room, interest groups.
Teaching class.
Tie dye
Lunch, because Mom gives surprise.
Lunch.

Table 61. - - Where is your favorite place? What kinds of things make it your favorite place?

Gym	(16)	34%
Hartland	(2)	4%
Library	(5)	11%
Woodworking	(5)	11%
Castle	(3)	6%
Pottery room	(1)	2%
Homeroom	(11)	23%
Other rooms	(1)	2%
Other	(4)	8%
	(48)	101%

Gym (16) 34%

We have races and scooter boards.
We can be noisy.
Get excited and it makes me feel fine.
Play on ropes.
Go every Wednesday and every other Monday. Games, exercise. Can go after school to play floor hockey.
Play on a team.
We can go pretty often, do just about what we want. Usually fun stuff. (2)
Bombardment, basket shooting, relay races.
Play a lot of good fames.
Play basketball. Free choice, do more fun things than in other places.
Play dodgeball, basketball, one bases, exercises, lots of games.
We can run around (2) and like the teachers.

Hartland (2) 4%

Whole class does a project, then you can go to a "city" and do what you want. I go there right away when I get to school.
Place to do quiet things. Twelve from class go.

Library (5) 11%

It's quiet (2).
The books in it (2).
Movies, sign out books. I can be an aide, sit in desk and stamp cards, look for books.

Woodworking (5) 11%

Make wood things (3).
Fifty different things I can make. Can make whatever I want. Some kids make a desk.

Castle (3) 6%

Making sculptures and things. We can make the things we want.
Like doing "I Spy" looking around for letters.
Games to play (Ice Pie). A lots of papers say different things. You have to find something that compare with what it says. . .puzzles. . .things how to practice to write good.
Place to do quiet things.

Pottery room (1) 2%

I love pottery room, I can make anything I want. I'm making Frankenstein's Monster.

Homeroom (11) 23%

Under teacher's desk. She gave that to me as a favorite working space. Children don't bother me. I do work and reading.
Reading and free time.
My friends are there. The things I do there like social studies, reading, lunch.
I don't know. Math and reading I do there.
Because that's where we have free time. I hate to be behind because the teacher will start noticing it any minute.
I can play a lot.
For one things your friends are there, and it's a nice place to work. I don't like to work in the halls. Mostly work and reading. The teacher assigns ½ hour if she feels we have done good that day.
Fish and lots of stuff in there.
The rabbit. Like to pet the rabbit. We read and stuff, have lunch--math.
In cube reading.

Other rooms (1) 2%

Interest Course place in 207.

Other (4) 9%

Jim's office.
Outside.
No favorite.
Other.
So I can run around.
I guess I don't have a favorite.

When asked "What don't you like about school?" criticisms were voiced by (41) 89% of students. (See following Table 62) The most frequent criticisms were about activities, subjects and peer interaction. Some criticism of lunch program, the general program and teachers were also mentioned.

Activity criticisms focused on pressures of time and scheduling, trying to get work done in the time alotted, and not having enough free time. Other criticisms related to desiring a broader range of activities or more of an activity.

Eighteen percent of responses related to peer problems of fighting, bothering and bullying. The lunch program was criticized for the food and the scheduling of eating in different rooms (16%). Thirteen percent of student comments related to criticisms of staff interaction with children. The people students "like" the most seem to also be a source of some tension or dissatisfaction.

Table 62. - - What don't you like about school?

Nothing	(5)	11%
Comments	(41)	89%
	(46)	100%

Peers (8) 18%

Lot of kids beat you up. When waiting for bus, push you.
I don't like about beating up people.
Some other kids.
Some kids who skip classes come to interest group and bother everybody, but kids still like them, so they think.
When people talk to me when I'm doing work.
My brother is always screaming down the hall at me.
Strong people throw us down and we get hurt.
Sometimes it's people. They always bully you around. They just don't get in trouble. Nice people get in trouble.

Teachers (6) 13%

When I put my hand up I don't get called on.
Don't like substitutes (teachers).
The teachers are mean.
Big headed teachers punish the wrong people.
If teachers are mad, they won't talk to me.
Substitute teachers, cause they tell on you.

Lunch (7) 16%

Lunch, bad food.
Lunch, pretty bad.
Don't like lunch because it's split up. Can't eat in one room.
Lunchtime.
Lunches are short, nasty.
Don't like eating in same room.
Bigger lunch trays.

Activities/Subjects (12) 26%

Doing work. Especially spelling.
I hate the work.
The library.
Boring. Sometimes not so bad. I don't like teacher lots of times. I hated it even more last year.
Math system. Same math grade. Reading system. Don't know the level you are really at.
Not enough gym.
You don't go on very many field trips.
Don't have any time, except in math and write better. Don't learn doing dictation.
Reading, that's (because I'm) so behind a lot. I just have to keep working. I can't start to do my booklet. I don't have any sparetime, just work, work, work.
Reading too hard. Contracts are hard. Hard spelling words.
Math and reading are too hard.

Hartland. Show you a picture and you have to draw the way they did, not your own way.
Social studies.
Going out for recess on cold days.

Program/Rules (8) 18%

Don't have desks.
Parent-teacher conferences.
I think it's kind of like a zoo--running up and down the halls and beating up people.
I could be home watching TV or home playing with friends.
Some of the rules.
Going to principal's office because they call Mom.
I don't really like the levels, because if you have a friend at a different level you could never see your friend.
Everything. Lunch is short, recess is short, lunches are nasty, can't go outside after lunches.

Other (2) 5%

Walking to school five blocks.
Hate going to same room for two years.

Nothing (3) 7%

The students were asked, "What would you do if you were in charge?" (See Table 63) and most of them (85%) had suggestions for changing some things through stricter enforcement of rules or offered suggestions which would "let" them have a greater range of choices or input into their activities and subjects at school. Another frequent comment was preference for certain activities or more time in that activity. Adult roles they assumed were ones of helping, organizing, changing, allowing, or enforcing.

Thirty-one percent (14) of the students were content with the way things were and suggested no changes or stated that they would do things the some way.

Table 63. - - What would you do if you were in charge?
(46 comments from 39 students)

Change	(39)	87%
No change	(4)	9%
Don't know	(2)	4%
	(45)	100%

Enforcement of rules (9) 20%

Make classroom stricter (quieter).
If anybody talked, I'd write their names on the board.
If kids were bad, keep in the rooms for a while. If kids were good, let go outside for 15 minutes.
Early busers rule. Won't let you go outside once you're in.
Just change a little bit of stuff, have a note if absent.
Tell people not to run around (3).
Children shouldn't be noisy and disobey adults.
If someone skipping school, I'd call their Mom.
Watch kids to see what they do. If anybody talked, I'd write their name down and give it to teacher.

Relax rules/choices (11) 24%

Let everyone run around (2) and skip classes. Put on more bathrooms.
Let children play whenever they want. Let them go to tower hill.
Go to classes when want to. Let kids do what they want.
Social studies. Just not have it at all. I wouldn't make us do reading, just if you want to.
Let us have three recesses. We're supposed to anyway. We usually have two. Gym every day. Not so much reading.
Get it so people could make own field trips. People could pick what they like and study it for a long time. Change interest groups.
Make them more funner and going out into the community more. Have a horse.
Make sure bigger fifth and sixth graders got same chance as littler kids.
Every week littler kids get to go to woodworking. We get to go every month. I think the school is real well organized.
Ask everybody what they want to do and group them.
Play all day. Whoever said no, I'd hit on head. Whoever said bad word, I'd hurt.

Kids/Peers (4) 9%

Don't let the boys beat each other up.
Get the kids out that didn't like the teacher so they won't bother me.
If someone hurt by someone bigger, could be moved to class. I like beat.
Make one rule. If you fight, you go home.

Activities--more or different (8) 17%

Read half the day.
Make interest groups an hour (2).
Change interest groups so they have more fun (2).
Longer gym class.
Have recess more organized. More gym and recess. That's about all kids like.
Have three recesses. Gym every day. Not so much reading.

Adult role (8) 17%

I would help them.
I'd collect envelopes and take to office.
I don't know what I'd do. A guy named Pratt runs it. If I ran it, it would be called Richard.
I probably wouldn't get into the mess by not becoming principal.
Have more aides so help teachers do work. Take over class for ½ hour.
Print dittos, make sure big kids got same chance.
Try to make it a better place if they do something wrong, I wouldn't like it.
As principal, fire some teachers. They really load you up with work. As Board of Ed. enlarge the gym, have more gym teachers.

Lunch (3) 7%

Bigger trays and more food like in 1974.
More lunch time.
Change lunches.

Program (3) 7%

Change the system, grade it.
Start school earlier (8:00).
Get out earlier.

III. Awareness of Differences between Schools

Students were asked several questions concerning how other schools they had attended were different (Table 64). Thirty-one students had opinions or experiences from other schools which they mentioned. Most comments about other Minneapolis schools and out-of-town schools depicted differences in the structure of the program, not having as many teachers or having fewer choices. Within SEA, students identified differences in programs or differences in facilities and space (Table 65). They often added that they felt their program was better, had nicer personnel or more learning.

(Tables 64 & 65 follow)

Table 64. - - How was other school you attended different from Pratt?

Total SEA	(12)	40%
Free	(3)	10%
Tuttle	(3)	10%
Marcy	(3)	10%
Motley	(3)	10%
Other Mpls.	(12)	39%
Out of town	(2)	7%
Other	(5)	16%
	(31)	100%

Total SEA (12) 40%

Free (3) 10%

People run in the halls, have meetings and mostly can just do crafts and do what you want. You don't learn much there.
We were in gym and played all day and bought snacks. I went for field trips.
Learn more at Pratt, better school. Teachers (are) nice people. Better system here (Pratt). At Free--don't have to go to classes. People don't beat you up here at Pratt.

Tuttle and Tuttle Summer School (3) 10%

I don't remember about Tuttle.
Tuttle is better organized and taught well. A little too strict if work not done in time, given more and harder work.
They have science. We have a little bit not a lot. Bigger lockers.

Marcy (3) 10%

At Marcy I made a lot more friends. I was a lot more used to it. I was there a longer time. Like this gym better.
It is an open school. Sort of like a free school. I didn't like Marcy.
Learn more.

Motley (Before combined into Pratt) (3) 10%

Primary.
Different teachers. There are smaller teachers. Here we do program reading. It's better.
It was better--the age differences, it was 4 to 6. Better at Motley. You change classes for subjects and interest groups then go back to your class. Here it's all mixed up--first graders mixed up to 6th.

Other Minneapolis (12) 39%

It was a school in a church, that's where I went to kindergarten. We had teachers from different countries.
You could do whatever. Go wherever you want, except eat. Different things to draw.
You got three recesses.
They have lunch at a different time.

Too many fights there. Didn't have choice of interest groups. Breakfast in morning. Some classes have breakfast, have to pay for it.
It had quiet study place, stay in lunchroom.
Had bigger playgrounds. Doesn't teach anything and have them do kindergarten math. Mean teachers at other school. It is graded.
(Kindergarten). Had free time there. Let you play around.
Whole lot of ways. The other school was old fashioned. Pratt work at own level and speed. Other school more strict and old fashioned. Teachers at other school older and more strict. Everybody does something at same time.
Didn't have TMS math. Teacher did problems on board. Interest groups here.
The other school was private. Every Thursday had mass. Cost $3,000.
Continuous Progress here. More money here--government funding, that makes a difference.

Out of town (2) 7%

In second grade there was a mean teacher--scolded me. I had a nice kindergarten teacher there. Teachers here are nicer. Didn't have things for children to choose. Pottery different. Right in the room. There you go to another room.
Math is different. Notebook of math. Teacher gives exercises. School finished at 1:00 or 2:00, start at 8:00.

Other (5) 16%

Too young to remember.
Don't remember (2).
Don't remember name. Graded not mixed. No interest groups, woodworking, heartland, also didn't go to different rooms for math. Did math out of books, no bussing. Teachers different. Didn't have a lot of things.
Other school was bigger, newer playground. I miss my friends.

Table 65. - - How is your school different than other schools?
(56 comments from 37 students)

Comments	(37)
Don't know/no response	(8)
	(45)

Use of space/facility (9) 16%

The building here is older.
We had carpet all over--even on bathroom walls.
The rooms are arranged different.
Most schools have desks, we have cubby holes.
Our gym is smaller (3).
Library is in a different place and rooms are arranged differently. . . maybe we have different things to do.
Smaller gym at Tuttle.
Some schools have playgrounds and some don't.

Activities (5) 9%

We do pottery and woodwork.
We have 1½ hours for gym. We used to have 30 minutes.
Other schools don't get Hartland, gym, woodworking.
Math is different. . .teacher gives exercises, notebook. . .different from other school.
Other schools don't have interest groups.

Structure/nature (13) 23%

Some schools teacher lets you do things as long as you learn.
Pratt's ungraded, most likely be in graded. . .like Tuttle.
Starts at 8:00 and finish 1:00 or 2:00 at other school

Choices (3) 5%

Some schools the teachers let you do things you want to do as long as you learn and you can go home if you don't feel well.
They get to pick their own books. (2)

Learning (3) 5%

Other school, mostly easy stuff, but here it's hard.
Think I learn more here.
Learn more here.
More kids and more teachers.
Other kids don't have interest groups. . .stay in classroom all day.
Old fashioned. . .do certain pages, not work at own level. More strict and old fashioned. Teacher stricter. Everybody does same thing at same time.
The system. Not as much work as other school. . .they should have more things for you to do.
Pratt have to do work. Free have options or choices. Marcy is better, heard it's like Free School. I don't think I'll go there because if I don't have no work in front of me, I don't do anything.
Tuttle is graded, Pratt's not.

SEA Schools

Free. Can do what you want.
Kids nicer than at Free School.
Free School has more big shots.
Tuttle and Marcy are pretty nice.
Skip classes at Marcy.
My friend went to Tuttle. . .she learns a lot.

Other (7) 13%

The best school I like is Marshall. Get to see big fights.
Yep, peaceful. Not too much activity.
At other schools there's different things you don't know how to do.
Here they help you if you don't understand.
People don't fight here much.
Bigger kids maybe.
Every school is different from the other.

Don't know or no response (13) 23%

No difference (3) 5%

The students comments express an awarenesses of the differences between SEA schools and a general commitment to their school. About 40% of the students had done some visiting to other SEA schools. Details and perceptions are not always accurate in terms of that school's philosophical goals; yet, students identify differences through activities and perceived differences in behavioral norms. The students were also asked if they had ever thought of changing schools and 42% responded that they had.

Table 66 -- Have you ever thought about changing schools? Which one?

Yes	(19)	42%
No	(18)	40%
No answer	(6)	13%
Don't know	(2)	5%
	(45)	100%

Parochial School or private	(3)
Other	(1)
SEA	(13)

Marcy (4)
Free School (2)
Tuttle (3)
Marshall-U (4)

Total responses identifying a school (17)

Students were asked who they talked to about school and what conversations took place. Students mentioned parents and friends, some of whom go to other schools. They conversed about the day's events, "How is it at Pratt" and sometimes engage in comparative dialogue. (See Table 67)

Table 67. - - Do you talk to other people about school? What do they say?

Parents	(19)	48%
Friends	(9)	23%
Others	(2)	5%
Not specific	(3)	8%
No	(7)	18%
	(40)	102%

Parents (19) 48%

My Mom talks about what I did and I tell her. My Mom says that I'm going to go here until I go to Marshall.
Mom and Dad.
I say I like school and teacher. They ask how school's going. I say fine and stuff like that.
Sometimes I tell them how fun it is.
Talk about what did in interest group. Talk about band class.
Talk about day, special events.
Mom asks what I do in school.
Talk to folks about what I do and learn.
Talk about what I did that day.
Tell them what I did, learned and all that.
They think it's good and if they think anything else they haven't told me.
Glad I'm here.
Real nice. Better than other. Have to pay for lunch at other school. Like the teacher.
Like it a lot. Teach you a lot and don't let you just fool around. Like the teachers.

Friends (9) 23%

Talk about how it is here.
My friends don't talk about school.
They think it's nice.
Talk about what I did in interest group.
They say "Come back to Marcy, it's better." I get confused, because I like Marcy and Pratt. My new freinds are nicer. They say nice things about Pratt.
They all go to Pratt. Talk about how lousy.
Friends. They wish they were here--sounds better.
Talk about what I did that day.
Friends.

Others (2) 5%

Cousin. They tell me what their school is like.
People at community center.

Not specific (3) 8%

Yes, say I like it a lot.
I say Pratt is a stupid school.
Nothing.

No (7) 18%

They perceived their parents as very supportive of program activities and personnel at Pratt and generally responded that they agreed with the supportive attitudes they felt their parents had. There were some comments which were fairly neutral or uninformative concerning parental attitudes. (See Table 68 following)

Table 68 -- What do your parents say about school? How do you feel about that?

(46 comments from 45 students)

Positive (28) 61%

My Mom says that I'm going to go here until I go to Marshall. She's right.
They say good. Good.
Mine like it. Not sure how my Dad feels. He always asks me, "How'd your day go?" I say fine. That's all. OK, I guess.
They say I hoped to get a lot in school. Don't talk about it much.
Thinks it's good.
Mom thinks it's nice. Thinks I get a gooder education. I agree.
They think it's nice. Lots of neat things to choose and pick. I go with it.
They think it's a good school.
They ask "How do you like it?" They don't want me to change. They want me to stay for a year to see if I like it. At Pratt they teach you more than at Marcy. Afraid of bullies. So far, they haven't hurt me. I kind of agree.
I think they like it and are glad I go here. I think this is best school in nation and so do they. Completely agree.
They say a good school. Best I have been to.
My school teaches more than friend's school.
How great school is here. How bad it was at other Minneapolis School. I ignore here. I've heard that speech before.
They're glad I went here. They don't really know what it's really like here.
They think it's good. I never heard them say it's bad. I agree.
They like it.
Guess they like it. Sometimes they don't like my math. Mostly they think sometimes I'm not putting in my head.
Ask me what I do. Math real nice.
It's a good school. Teach you a lot of things. Give you words to learn to help you start reading.
They think it's good and if they think anything else they haven't told me. I don't care what they say about it. (2)
They don't want to switch me to another school, they want to keep me here. They are glad I'm here . . . I don't think they would change anything.
Dad likes it. Mom doesn't think I learn much here. I have friends here and I don't know if I would learn more at another school.
She likes it.
Real nice. Better than other . . . have to pay for lunch at other school. Like the teacher.
To do my work . . . they like it but I hate it . . . we have neat things in our rooms. They wish we'd get out earlier.
It's pretty good. Really they'd rather I go to Tuttle because they don't want me to go to Marshall. I have a choice to go to 6th grade or Marshall. OK.
You're doing fine. Like this place better than old school. Pretty good.
Like it a lot. Teach you a lot and don't let you jest fool around. Like the teachers.

Criticisms (4) 9%

It's not the best school. They don't like it.
They think it's kind of a zoo.
She thinks lunch is stupid.
They say I would have been able to transfer but waited too long to decide.
Says if I really don't like class I should talk to the teacher . . .
Mom says not that bad of a school. Parents don't like the way some (staff) say some things to you . . . insulting, rude, nosey and mean.

Other (2) 4%

They ask like have you got good grades or higher level of math? Feel pretty good.
This is a once in a lifetime opportunity, I might as well make use of it. I agree with them.

Nothing (6) 13%

Neutral (6) 13%

They just signed me up. Mom wants to know what we eat.
Ask me how my day was.
I show them things and they say "That's good." I never skipped and they say "That's good."
Ask was day good?
They just want me to go to school.
I don't know what they say.

Transition to junior high

Students were asked some questions about the transition to junior high in order to reveal their feelings. Most of the eligible Pratt students had transferred to Marshall-U at the end of 5th grade so there were only 12 respondents. Half of them were somewhat anxious about the leap to the unknown(Table 69). They expressed that they felt the program would be different, stricter, with fewer options (Table 70) and were somewhat divided on whether they would be prepared for the work in junior high. (Table 71)

(Tables 69, 70 & 71 follow)

Table 69. - - How do you feel about going to junior high?

Anxious/critical	(6)	50%
Positive	(4)	34%
Other	(2)	17%
	(12)	101%

Anxious/critical (6) 50%

I don't really want to.
Don't want to go to Marshall. Brother says boring, except for art. Everything else crappy or corny.
Don't want to go. Never been there.
Don't want to go. I won't like it. Kids don't know. Afraid friends won't be there. Kind of scary. Don't know what it will be like.
I'm scared. I'd be the smallest one because I'm the smallest one in my room.

Positive (4) 34%

Wouldn't mind it. Pretty nice there.
Think it'll be fun. Be with new people and do more things.
Pretty good.
Looking forward.

Other (2) 17%

Don't think about it.
Don't know.

Table 70. - - Do you expect junior high to be different? How?

Structure/nature	(9)	75%
General positive	(1)	8%
Peers	(2)	17%
	(12)	100%

Structure/nature (9) 75%

Classes hard.
Have to do a lot more work.
Different classes, different rooms.
More work, homework.
More strict.
Won't have as much to do.
No interest groups.
Free Choice.
More classes, more responsibility.

General positive (1) 8%

Could be more better.

Peers (2) 17%

Older kids.
More friends to meet.

Table 71. - - Do you feel prepared for junior high?

Yes	(5)	42%
No	(4)	33%
Maybe	(2)	17%
Don't know	(1)	8%
	(12)	100%

No (4) 33%

Not smart enough.
Sometimes in math I don't, and in reading I don't know all my adverbs and things.
Grow a little taller.

Maybe (2) 17%

Maybe.
Probably. A lot of work and study in this school.

Don't know (1) 8%

An Overview of SEA Elementary Schools

This last summary is an overview of all SEA elementary schools combined. As can be seen in the comments of children by school, there are major characteristics which distinguish each school. SEA as an educational experiment in alternatives also had cumulative characteristics which will be briefly discussed in this last section.

A content analysis was done on each child's interviews in order to determine the range of activities and involvements. In addition a content analysis was done of several questions relating to satisfaction with the school experience, and awareness of alternatives and differences within the SEA system. The parent interviewers participated in group sessions analyzing the data and categorizing the information for this section. In this way we have two separate systems of analysis. The first system categorized children's verbatim responses in emerging patterns. The second computerized prearranged categories in order to give shape to a massive amount of anecdotal information. The two approaches give a somewhat different perspective to the summary of the data, as will be noticed in the following section.

I. Activities and Involvements

The first question students were asked by interviewers was to describe their day. They responded with the variety of activities and involvements that occurred during the day and often responded in a time frame reference beginning with the early morning and proceeding through until school was dismissed. A content analysis was done of this question to provide an accounting of the diversity of stimuli in their day. As will be seen in the following tables, each school employs a wide range of resources.

The categories that were used in the following tables were adapted from a list of resources employed in the Evaluation of Master's Interns in North Dakota, 1971. (Trainer of Teacher Trainers Project, M. Patton)

This list suggests the diversity of learning stimuli incorporated into the activities, curriculum and experience of children in school and the degree to which one or more forms predominates. It is not meant to be an exhaustive list but rather descriptive of what children mentioned in describing the day. This dimension measures both the range of stimuli and the importance (i.e. the degree to which one form predominates).

Table 72 -- Diversification of Resources

1. Books -basal readers, textbooks, reference books
2. Story books - fiction, non-fiction, catalogs, self selected books
3. Group work - working in teacher led group, with other children on tasks
4. Workbooks and worksheets - prepared materials to be completed by the child
5. Magazines and newspapers - academic magazines, comic books, cartoon books
6. Audio media - tapes, records, listening center
7. Art - creative expression materials and resources
8. Music - song, instruments
9. Drama - role playing, movement
10. Visual media - machine oriented - films, slides, filmstrips, overhead projectors
11. Visual, non-machine - charts maps, graphs, globes, shapes, pictures, geometric forms
12. Verbal communication, one way - lecture, prepared presentations, story telling
13. Verbal communication, two way - discussions, circle meetings
14. Writing, open ended - creative writing
15. Writing, closed ended - logic problems, copying, recording events, diaries
16. Manipulative materials - cuisinaire rods, geoboards, mechanical sentences, tools, typewriters for writing
17. Interest groups - mini courses, projects
18. Kits - job cards, activity cards, puzzle cards, story cards, creative idea cards
19. Games prepared - monopoly cards, chess,prepared math games
20. Games, interactive - people based games, spelling bees, group simulations
21. Games, gym type - soccer, football, gymnastics, jacks, jump rope
22. Environmental/organic stimuli - nature materials, animals
23. Constructed things - stuff/junk/materials ... bottles, corks, batteries, wires
24. Special places resources - interest centers, resource rooms, field trips
25. Free choice - times when child chooses activity

Diversification of Stimuli in Reading

Table 73 shows the diverse stimuli mentioned by students which they identified as "reading." Since all children identified reading as an activity it was tabulated separately from other activities (as was math, which follows). Certain modes of reading stimuli are mentioned more frequently at some schools, such as basal texts and workbooks at Pratt and Tuttle. It is important to note that this is not a definitive list of what does occur as it was coded from the child's description of what he/she did in reading and is somewhat specific to the general time period during which the child was interviewed and what each considered "reading activities." Note the total children in each sample when looking at the occurrence of a certain stimuli, as some samples were significantly larger than others (such as Pratt (45) as campared to Free School (16).

(Table 73 follows)

Table 73 -- Ranking of Reading Stimuli Occurring in Child's Description of Day

FREE SCHOOL Rank	N	MARCY Rank	N	PRATT Rank	N	TUTTLE Rank	N	SEA TOTAL RANK ORDER Rank	N
1. Stories	(12)	1. Stories	(33)	1. Stories	(25)	1. Workbooks	(21)	1. Workbooks	(39)
2. Prepared games	(2)	2. Basal text	(5)	2. Basal text	(17)	2. Basal text	(13)	2. Basal text	(36)
Workbooks	(2)								
3. Basal text	(1)	3. Group work	(2)	3. Workbooks	(13)	3. Closed-ended writing	(11)	3. Closed-ended writing	(11)
Group work	(1)	Prepared games	(2)						
Magazines	(1)	Free choice	(2)						
		Workbooks	(2)						
		4. Magazines	(1)	4. Closed-ended writing	(9)	4. Group work	(10)	4. Group work & Stories	(10)
		One-way communication	(1)			Stories	(10)		(10)
				5. Group work	(5)	5. One-way communication	(3)	5. One-way communication	(3)
				6. One-way communication	(1)	6. Free choice	(2)	6. Magazines	(2)
						Magazines	(2)	Free choice	(2)
						7. Interactive games	(1)	7. Interactive games	(1)
Total Occurrence	(19)		(48)		(70)		(73)		(114)
Total Children	(16)		(37)		(45)		(30)		(128)

Math is also mentioned by most students and categorized according to the ways they described doing math. (See Table 74) Workbooks and worksheets are most often mentioned by children in each school and prepared games and group work were mentioned most often by Marcy and Tuttle children. Prepared games are mentioned often by Free School students also. The majority of responses at Pratt qre categorized "workbook"; however, this category generally describes workbooks, worksheets and in this case Pratt's IMS math system. (Table 74 follows)

Table 74 -- Ranking of Math Stimuli Occurring in Child's Description of Day

FREE SCHOOL Rank	N	MARCY Rank	N	PRATT Rank	N	TUTTLE Rank	N	SEA TOTAL RANK ORDER Rank	N
1. Workbook	(14)	1. Workbook	(30)	1. Workbook	(36)	1. Workbook	(22)	1. Workbook	(102)
2. Prepared games	(7)	2. Prepared games	(10)	2. Prepared games Interest group	(2) (2)	2. Group work	(9)	2. Prepared games	(24)
3. Special places	(1)	3. Group work	(8)	3. Group work One-way communication Visual media Art Open-ended writing	(1) (1) (1) (1) (1)	3. Prepared games	(5)	3. Group work	(18)
		4. Basal text	(6)			4. Basal text	(4)	4. Basal text	(10)
		5. Two-way communication	(2)			5. Two-way communication Manipulative materials Closed-ended writing	(2) (2) (2)	5. Two-way communication	(4)
		6. Manipulative kits	(1)					6. Interest group Manipulative materials Art	(2) (2) (2)
								7. One-way visual media Art Open-ended writing Closed-ended writing Kits Special places	(1) (1) (1) (1) (1) (1)
Total Occurrence	(22)		(57)		(47)		(46)		(170)
Total Children	(16)		(37)		(45)		(30)		(128)

A wide range of other stimuli are recorded from their descriptions of their day that are included in Table 75. These other activities/subjects include the rest of the day, aside from identified math and reading activities. Gym games, art and special places (usually centers and sometimes field trips) rank high in all schools as stimuli which occurr frequently and were considered important.

Some activities relate to math and reading, but in this case were not mentioned in the context of "math/reading" by the child.

(Table 75 follows)

Table 75 -- Ranking of Other Stimuli (Other than stated in reading & math)

FREE SCHOOL Rank	N	MARCY Rank	N	PRATT Rank	N	TUTTLE Rank	N	SEA TOTAL RANK ORDER Rank	N
1. Special places	(16)	1. Special places	(32)	1. Gym games	(43)	1. Gym games	(27)	1. Gym games	(111)
2. Gym games	(14)	2. Art	(27)	2. Interest groups	(34)	2. Closed-ended writing	(20)	2. Special places	(89)
						Special places	(20)		
3. Art	(13)	3. Gym games	(25)	3. Art	(25)	3. Art constructed material	(18)	3. Art	(83)
4. Two-way communication	(12)	4. Constructed materials	(23)	4. Special places	(22)	4. Group work	(13)	4. Closed-ended writing	(59)
5. Environmental materials	(10)	5. Open-ended writing	(20)	5. Visual media	(20)	5. Two-way communication	(12)	5. Two-way communication	(48)
								Free choice	(48)
6. Constructed materials	(8)	6. Closed-writing	(17)	6. Closed-ended writing	(18)	6. Stories	(11)	6. Visual media	(40)
Free choice	(8)	Two-way communication	(17)						
7. Music	(5)	7. Free choice	(15)	7. Free choice	(17)	7. Prepared games	(10)	7. Open-ended writing	(37)
		Music							
8. Manipulative materials	(4)	8. Interest groups project	(10)	8. Constructed materials	(12)	8. Visual media	(9)	8. Music	(33)
Prepared games	(4)	Prepared games	(10)						
Closed-ended writing	(4)								
9. Visual media	(3)	9. Visual media	(8)	9. Prepared games	(8)	9. Free choice	(8)	9. Prepared games	(31)
Group work	(3)	Drama	(8)			Music	(8)		

10. Workbooks (1) Stories (1) Interest groups (1) Magazines (1) Visual machine (1)	10. Environmental materials (7)	10. Two-way communication (7) Open-ended writing (7)	10. Open-ended writing (7)	10. Group work (25)
	11. Audio media (5)	11. Group work (6)	11. Interactive games (5)	11. Environmental materials (24)
	12. Group work (4)	12. Visual machine (5) Music (5) Environmental materials (5)	12. Audio media (4) Manipulative materials (4)	12. Stories (19)
	13. Interactive games (2) Stories (2)	13. Kits (4) Interactive games (4) Drama (4) Stories (4)	13. Visual machine (3) Interest group (3)	13. Drama (14) Manipulative materials (14)
		14. Manipulative materials (3) Basal text (3) Workbooks (3)	14. Environmental materials (2) Drama (2) Basal text (2)	14. Workbooks (12) Interactive games (11)
				15. Audio media (10)
				16. Visual machine (9)
				17. Basal text (7)
				18. Kits (4)
Total Occurrence (109)	(232)	(259)	(188)	(728)
Total Children (16)	(37)	(45)	(30)	(128)

As can be seen there is a wide range of diverse resources used in all schools. Some forms predominate at some schools and are mentioned quite often, e.g. use of environmental materials at Free School, interest groups at Marcy and Pratt, closed-ended writing at Marcy, Pratt and Tuttle and mention of special places, art activity and gym games at all schools.

Other activities and involvements are revealed through responses of 68% of students (117) who were asked if there was something they wanted to do that they hadn't done. Their comments relate to having more of a particular option or activity or to changing the kinds of activities they are presently engaged in.

Table 76 --"Is there something you want to do that you haven't done?"

Yes	(117)	68%
No	(50)	32%

	N	%
more or different activities	(29)	33
more or different centers	(15)	17
go on different or more field trips	(14)	16
more variety resources	(10)	11
different content, subjects	(11)	12
other choices tasks (play hookey)	(10)	11
Total comments	(89)	100%

Students also reveal some limitations on certain activities and behaviors when asked, "Are there some things you can't do here?" (See table 77) Most students mention certain behaviors as being off limits or against the rules. When asked what those rules were they most often mention running and screaming in the halls or class, food, tennis shoes or fighting on the playground, throwing snowballs, sassing teachers, jumping from cubes, flushing toilets, starting fires, going to store, playing tackle football, breaking lunchroom rules. (Table 77 follows)

Table 77 -- "Are there some things you can't do here?"

Rules and Behaviors (173) 64%

(31) Playground rules - fighting, throwing snowballs
Lunchroom rules - eat when want to, throw food
Hall and bathroom rules - hanging on lockers, screaming and running

(58) Classroom behavior - fool around, jumping on tables, screaming, play games unless work done, no projects during quiet time, can't go in middle room if busy, whole list of rules on wall, can't go to room after lunch

(84) Behavior toward adults and peers - sassing, talking out, getting out of seat without raising hand, fighting, swear, smoke

Choices (36) 13%

Another area mentioned as things they can't do concerned choice making or limitations placed on choices such as:

can't pick our games in gym, go to centers when not our time, go to office unless allowed, go to computer center when want, can't do something else when I don't want to do something, no free time got to be in room at all times, can't go to yoga or French because it's for the big kids, can't do what I want, play games until work done

Activities (29) 11%

Certain activities were mentioned as the things the child couldn't do:

Cook ... I'd like to cook, don't get as many field trips as other schools, go to computer center until our time, watch movies (because being punished for hitting)

Ability (9) 3%

Some students mentioned their own ability as a limitation:

Science ... I ain't so good, teacher makes me do real hard work ... I play around because it's hard. Do math and read well

Not much limitation (23) 9%

Student responses mentioned that there wasn't much that couldn't be done at school

Total comments (270) 100%

When asked how they felt about not being able to do some things they responded that they generally agreed or felt OK about not being able to do some things or that it was necessary to have certain rules.

Table 78 -- "How do you feel about not being able to do these things?"

OK, just fine	(77)	66%
Don't like it, not fair	(26)	22%
Some rules OK, some not 50/50	(10)	9%
Don't know	(3)	3%
Total responses	(116)	100%

The majority of children at all schools indicate that there is not much difference between what girls and boys <u>can</u> <u>do</u>; most of the differences reveal traditional peer roles in activities that boys and girls typically do, but many indicated there was no restriction (other than peer pressure) to crossing into what they considered the other sex's behavior if desired. (See table 79) Some responses of differential behaviors are:

-girls play jacks,puppets,skin and beauty projects, certain games
-boys play football, King of the Mountain, better in gym

A few comments relate to differential treatment of girls and boys by adults such as:

-"girls get away with more"
-"girls get to go to library more"
-"girls take down plants because they are real gentle"
-"separate gym periods for boys and girls"

Most of the responses relating to different places girls and boys can go concern separate gym at Free School. (Table 79 follows)

Table 79 -- "Are there things only girls can do?" "Boys can do?"

YES		
Boys	(41)	9%
Girls	(50)	11%
Total comments	(91)	
NO		
Boys	(471)	91%
Girls	(462)	89%
Total comments	(933)	

II. Satisfaction with the School Experience

Seventy-two percent of all the 128 students interviewed mentioned that they like school; 19% were somewhat ambiguous or said they like it sometimes and 9% responded "no." Throughout the interview other positive expressions emerged with reference to teachers, peers and activities.

Table 80 -- "Do you like school?"

Yes	72%
Ambiguous	19%
No	9%

Yes

Yeah a lot. I miss it during weekends. It's the best school I ever went to.

Ambiguous

Yeah I like it, sometimes I don't cause kids bug me, it's all right.

In order to probe specific reasons for general positive attitudes, students were asked what they like about school. (See Table 81) They mentioned learning, centers and the people (students and adults) most frequently. Their reasons clustered around attitudes that school was fun, they learned and had choices.

Table 81 --"What do you like about school?"

Learning/working	(38)	16%
Centers	(37)	16%
Personnel (teachers/aides)	(33)	14%
Friends, kids	(32)	14%
Rules of structure (way things are done)	(26)	11%
Math/reading	(18)	8%
The kind of building and space	(13)	6%
Games	(13)	6%
Recess	(6)	3%
Other (lunch, busing, walking)	(14)	6%
	(230)	100%

Why?

It's fun, interesting, like it	(47)	34%
I learn	(30)	21%
I can do what I want	(27)	19%
Lots to do	(10)	7%
Like content or subject	(8)	6%
I can make things	(5)	4%
Be active or quiet	(6)	4%
Other	(7)	5%
	(140)	100%

When asked what they didn't like 109 children responded that peer fighting, not enough center time and some adults were the most frequent dislikes. (See Table 82) The reasons for their likes and dislikes were generally based on evaluative statements that they either liked or disliked some things. Many students were not able to be more specific, which probably relates to their ability to verbalize or developmental aspects of age related to the ability to do various kinds of abstract thinking. They were, though, very clear on what they liked and did not like. (Table 82 follows)

Table 82 -- "What don't you like about school?"

Kids fighting, bugging	(34)	23%
Centers - not enough time - choices	(18)	12%
Personnel (teachers, aides, principal)	(18)	12%
Reading/math	(17)	11%
Subjects (social studies, science, writing)	(9)	6%
Lunch	(13)	9%
Work	(6)	4%
Other (bus, walking, don't know)	(8)	5%
Nothing	(11)	7%
Rules, structure	(9)	6%
Miss home, rather be home	(7)	5%
	(150)	100%

Why?

Don't like, not fun easy	(91)	65¢
No choices	(13)	9%
Not enough resources	(6)	4%
Can't run, make noise, be active	(11)	8%
Work	(3)	2%
Don't like subject, content	(8)	6%
Other	(9)	6%
	(141)	100%

The general trend of responses from students about what they liked to do best indicated great popularity of the centers and special resources dealing with creative and communication arts areas in the building. Particular activities were also frequently mentioned with math, reading and spelling being mentioned 32% of all responses. (Table 83 follows)

Table 83 -- "What do you like to do best?"

Activity		
Gym	(30)	15%
Art	(18)	9%
Woodworking	(14)	7%
Pottery	(5)	2%
Library	(1)	1%
Music	(3)	2%
Centers generally	(5)	2%
Total Activity/center likes	(76)	38%
Reading	(30)	15%
Math	(21)	10%
Spelling, science, social studies, writing	(15)	7%
Work	(3)	2%
Projects, interest groups	(7)	4%
Games	(5)	2%
Total learning activities, skills	(31)	40%
Recess	(10)	5%
Being with people (adults, friends, playing, peer teaching, group process)	(19)	9%
Total interactive	(29)	14%
Other - active/quiet	(3)	2%
variety of resources	(3)	2%
homeroom	(3)	2%
lunch	(2)	1%
everything	(2)	1%
Total other	(13)	8%
TOTAL	(199)	100%

Centers such as gym, woodworking, pottery and library emerge again as favorites when students talk about their favorite places. (Table 84 follows)

Table 84 -- "What is your favorite place in school?"

Gym	(29)	23%
Woodworking	(19)	16%
Library	(14)	11%
Pottery	(6)	5%
Total centers	(69)	55%
My room	(24)	19%
Special place in room	(8)	7%
Total rooms	(32)	26%
Halls	(3)	3%
Playground	(3)	3%
Other - counselors, art teacher, science, after school program	(27)	11%
TOTAL	(125)	100%

An attempt was made to ascertain what made centers, the room or other places a favorite. Again many responded with general positive feelings; yet some specified that the content of the experience was a factor, or the fact that they could choose was important. Centers emerge as a place that students identify as a time for fun doing and choosing.

Table 85 -- "What is it that you like about your favorite activity?"

I like what I do there (content)	(51)	32%
I like to make things (product)	(14)	9%
I like it, it's fun (positive)	(45)	29%
I can do what I want (choice)	(17)	11%
There's lots to do (variety resources)	(11)	7%
I can run, or be quiet there, make noise (atmosphere)	(9)	6%
I like to work and learn	(6)	4%
I can be with friends	(4)	2%
TOTAL	(157)	100%

Analysis by school in the first section gives a clearer picture of the variety of functions that favorite places serve, whether they be active/quiet places, making and doing places, alone or with friend places. The range of mobility children have varies between schools as some students spend more time in out-of-classroom places. Each school has dealt with the function of centers in various ways in order to expose a wide range of children to a wide range of activities, or to encourage specializing and choices; however the students in each school mention centers most often as a favorite place and a place they would like to go more often.

In order to allow students to put themselves in the role of authority, they were asked what they would do if they were in charge. Of the 121 students who responded, the most frequent response indicated they want a greater range of choices, activities or more of a certain activity (some mentioned wanting stricter enforcement of the rules (19% of responses) and also fewer or different rules (13% of responses). There was frequent mention of peer interaction problems, but varying ideas on whether stricter rules or some other way would be helpful. There seemed to be a desire for clear-cut authority and at the same time a desire for personal direction of activities.

Table 86 -- "What would you do if you were in charge?"

Greater range of choices	(32)	26%
Stricter enforcement of rules	(23)	19%
Fewer or different rules	(16)	13%
More variety of activities or different activities	(11)	9%
Less kid fighting, bugging	(8)	7%
More work	(7)	6%
Changes, not specific	(6)	5%
Other (staff, special privileges, lunches)	(12)	10%
More space, different building	(6)	5%
	(121)	100%

III. Awareness of Differences Between Schools

Students expressed feelings and information concerning how their school differed from other schools. Some (55) 45% have visited other SEA schools, and others mentioned talking with neighboorhood friends who go to other SEA alternatives. Many students have attended other SEA schools and have an experiential basis for their comments (55) 45%.

Thirty-nine percent of students mentioned considering at some point transferring to another school, thus indicating an awareness that this option exists.

From students' perceptions of their parents' attitudes about the school they attend, there seems to be general awareness of differences between schools and a general contentment with the choice that has been made. (See individual comments for each school concerning "What do your parents say about school?")

Table 87 -- "Have you ever gone to another school?"

Transferred between or from outside SEA	67%
Attended other SEA schools	42%
Never attended another school	31%
Had attended other schools	19%
(5 had also attended other Minneapolis schools)	

Table 88 -- "Have you ever visited other SEA schools?"

Yes	(55)	45%
No	(67)	55%
	(122)	100%

Since there had been concern with the students' ability to adjust to junior high, 10 and 11 year olds were asked how they felt about going to junior high. Forty-eight percent had positive feelings (25 students); however, this varied somewhat between schools, with Tuttle students being significantly more positive about junior high (69%). Those students who were anxious about junior high expressed that the prospect of being the littlest was scary and (35% of all responding) many at Marcy preferred to stay at their elementary school open program at least through 6th grade, 44% (8). Free School students were not asked the question as they usually stay until 9th grade before contemplating a program change.

Table 89 -- "How do you feel about going to Jr. High?"

	Free School		Marcy		Pratt		Tuttle		Total	% in each item
Good, OK	(0)	0%	(6)	33%	(8)	44%	(11)	69%	25	48%
Not good, anxious	(0)	0%	(8)	44%	(7)	39%	(3)	19%	18	35%
Don't know	(0)	0%	(4)	22%	(3)	17%	(2)	13%	9	17%
Total respondents	(0)	0%	(18)	99%	(18)	100%	(16)	101%	52	100%

Overall, the students felt prepared for the transition to junior high, (69%) with Tuttle students responding most positively (79%). About a quarter of Marcy and Pratt students felt they would not be prepared, or MUHS would be too hard for them. During the Spring of 1976, fifth and sixth graders will be visiting MUHS and it would be interesting to see if any of their attitudes changed due to the experience of visiting what is at present an "unknown" for some of them.

Table 90 -- "Do you feel prepared for Junior High?"

	Free School		Marcy		Pratt		Tuttle		Total	% in each item
Yes	(0)	0%	(11)	65%	(11)	65%	(11)	79%	33	69%
No	(0)	0%	(4)	24%	(5)	29%	(3)	21%	12	25%
Don't know	(0)	0%	(2)	12%	(1)	6%	(0)	0%	3	6%
Total respondents	(0)	0%	(17)	101%	(17)	100%	(14)	100%	48	100%

Differences by Sex and Duration

There were no significant differences between students on how much they like school, their attitudes about rules and criticisms by sex and the length of time they had been at a school. However, students who had transferred within the current or preceding year often had more concrete observations about program differences at Pratt and Marcy.